

**An Evaluation of Organisation
Processes Associated with the
Transition to a more Internationalised
Campus: an Investigation in Thai
Universities**

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ABSTRACT

This thesis explores the endeavours by managements in Thai universities to facilitate the changes needed to achieve more internationalised campuses.

Globalisation has resulted in pressure on universities worldwide to change many aspects of their services in order to respond to student demand and mobility. In addition Higher Education in Thailand is already being affected by the pressures being brought about by the introduction of the new requirements of the Association of South East Asian Nations (ASEAN COMMUNITY 2015) such as the free movement of people of ASEAN countries. The Thai government has introduced policies and plans concerned with education reform in order to respond to these pressures and to compete with its neighbouring ASEAN countries. Realising a lack of management flexibility and inefficient management in Thai universities, the Thai government has been requiring universities to work towards greater autonomy (flexible self- management) whilst adhering to good governance.

Using thematic content analysis based on qualitative research, this research examines the understanding of internationalisation as the expressions of staff's experience in universities in Thailand and evaluates the organisational processes which facilitate the change to a more internationalised campus in Thai universities.

This research evaluates the appropriateness of organisational processes in Thai universities by using the theory of communities of practice, in which cooperation and the sharing of skills and knowledge are dominant themes. Whilst communities of practice as a way of describing and explaining organisational processes has been beneficial in Western contexts, this does not appear to be the case in an Eastern organisational setting. This research finds very little evidence of the characteristics such as participation of staff in decision making, the sharing of ideas and knowledge and a cooperative approach. An analysis of findings has shown that a much more accurate and reliable explanation for the approaches by management to the internationalisation of their campuses can be found in the constraints on management structures and behaviour, imposed by Thai cultural values.

Thai management structures are based on strict hierarchical patterns in which the rank and status of individuals are predominant and which indicate the extent of the power which they wield. These structures are reinforced by 'ego orientation' by which the 'self' is protected and given priority importance. If Thai universities are to respond effectively to global and regional pressures for changes to their services and to the autonomy required by the Thai government policy, their managements will need to move towards good governance. This will require university

managements to release the hold that Thai cultural values has currently on managements and to develop more open, cooperative and flexible structure systems.

The contribution of this study is that the communities of practice theory is shown to be contextually restricted to geographically more developed educational systems. Besides, it has been shown not to apply in Thailand's developing internationalisation context. Finally, the ideal organisation model is suggested which hopes to provide effective ways to remove Thai cultural values barriers to successful internationalisation of universities in Thailand.

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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
ERASMUS	European Action Scheme of Mobility of University Students
NAFSA	The Non-Profit Professional Association Dedicated to International Education
EU	European Union
OHEC	Office of the Higher Education Commission
FTA	Free Trade Area
EAHEP	The EU-Asia Higher Education Platform
WTO	World Trade Organisation
GATS	General Agreement on Trade in Services
UNESCO	United Nation Educational, Scientific, Cultural organisations
COPs	Communities of Practice
KPIs	Key Performance Indicators

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This thesis investigates the effectiveness of organisational processes of internationalisation in Thai universities in the first instance by applying the theory of communities of practice. It also investigates the meaning of internationalisation of universities as perceived by university staff.

The organisational processes involved in the internationalisation of higher education have been rarely studied in Asian countries (Mok 2007). Knight and De Wit (2005) claimed that the international office plays a vital role in providing advisory, coordination and communication support for the internationalisation of the university. Thus, to achieve the university's goal of internationalisation, an effective department responsible for internationalisation is essential for the organisation, as it serves and supports the university's change to a more internationalised campus (Knight and De Wit, 1995).

The Thai government policies in education have significantly influenced the universities to set out policies and strategies for their on-going development (Chalapati, 2007). Additionally, education policies address aspects of educational management, including identification, planning, supervision, monitoring and evaluation, to make effective use of evaluation outcomes to review and adjust existing strategies, and to develop appropriate new strategies (The Commission on Higher Education, 2008). It is appropriate therefore that this thesis examines the organisational strategies for internationalisation of higher education institutions in Thailand.

Moreover, the study will pay special attention to focus on organisational processes for the internationalisation of higher education. This reflects the intention of Thai government and universities to enhance competencies of universities in order to meet international standards, and also to promote Thai universities in the Asian region and in the world (Komolmas 2009).

The three aspects of the study: strategies, actions and the arrangements for internationalisation are important aspects of the process of internationalisation of Thai higher education. Consequently, the study will investigate university strategies and actions, and the arrangements for internationalisation by university policy makers, senior staff, lecturers and administrative staff.

1.2. Research Question

'How effective are the organisational processes by which university managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?

This thesis seeks to evaluate the management processes and the arrangements for internationalisation. It also aims to determine the meaning of internationalisation in the Thai context. Considering the attempt to answer the research question, qualitative research is employed in order to investigate the evaluation of the organisational process and the internationalisation of universities in Thailand.

1.3 Research Objectives

1. To outline government policy on the internationalisation of universities in Thailand.

2. To explore the meaning of the concept of internationalisation as experienced by staff in universities in Thailand.
3. To evaluate the organisational processes which facilitate the change to more internationalised campuses in Thai universities.
4. To establish the key processes of organisational change in Thai universities

The following sections of the chapter will introduce the meaning of globalisation and internationalisation in relation to higher education, and the impacts of globalisation and internationalisation processes on higher education institutions.

1.4 Globalisation and Internationalisation of Higher Education

Globalisation is the economic integration of the global economy without boundaries (Daly 1999). Globalisation can be defined as,

'The increasing flow of technology, finance, trade, knowledge, people, values, and ideas across borders' (Knight & De Wit, 1997: 6).

Globalisation is associated with political cross-border policies, integration of economies, the transfer of knowledge, and reproduction relations and cross-cultural relations (Altbach & Knight, 2007 and Al-Rodhan & Stoudmann, 2006). Globalisation brings a largely commercial process with an increase in the exchange of capital, products, and services across borders, including education (Dhanapala, 2001). The integration of the global economy and the migration of people is rapidly moving forward as the result of globalisation which fosters labour markets and workforces (Mussa, 2000 & Eggins, 2003).

Internationalisation could be viewed as a 'response' to globalisation, while globalisation can be referred to as 'catalyst' or something that causes an event to

happen (Knight, 1996). As Knight (1996) illustrated, the internationalisation of higher education is one way in which a country responds to the impact of globalisation, yet at the same time respects the individuality of the nation. (Knight, 1996:6). It could be argued that the internationalisation of higher education refers to the process that is organised by nations and institutions, to deliver higher education services within or outside the countries (Kritz 2006, Marginson & Van de Wende 2007).

For instance, universities attempt to shift to internationalised campuses, because the role of higher education institutions is thought to be responsible for connecting cross-border, and to be a source of information and knowledge (Scott, 1998).

Fig. 1.1 illustrates the relation between globalisation and the internationalisation of higher education. Globalisation is defined as the various political, economic, social and cultural issues worldwide, while internationalisation is a part of globalisation, a particular aspect or issue. This implies that it could be about taking an issue from one part of the globe to the another, in this case education. The internationalisation of education could then be regarded as the globalisation of education. For instance, it can be seen that internationalisation of higher education is one unit of globalisation particularly with higher education. Besides, internationalisation of higher education can be established in any university. However, different institutions have internationalised in different ways, depending upon their missions, visions and purposes.

Figure 1.1 - The Association Between Globalisation and Internationalisation of Higher Education



1.5 Impact of Globalisation and Internationalisation on Higher Education

Traditional higher education institutions aim to develop people and society which contributes to the growth of human capital and national income of globalisation and internationalisation (GUNI, 2008). However, in this globalised era, the economy and culture have been changed by global transformation (Held *et al.*, 1999; Marginson & Van der Wende, 2006) and there is also more emphasis on marketing (Teichler, 2004). In other words, the association between globalisation and the knowledge that dramatically increases as a commodity between countries has forced higher education into a global marketisation situation, involving economic and cultural reciprocity (Kritz, 2006; Marginson & Van der Wende, 2006). Higher education is

becoming more internationally open and interconnected because of globalisation (Marginson & Van de Wende, 2006). For instance, higher education is affected by globalisation in various aspects, finance, programmes and curriculums and governance (Marginson, 2006).

Responding to globalisation is a great challenge for governments and higher education institutions; to give priority to the international dimension of higher education (Knight, 2004; De Wit, 2005) which it is regarded as a relationship between academic partnership institutions and involves cross-cultural relations. Internationalisation of higher education has become more common because it involves university international activities, such as student mobility, student and staff exchange, and research collaboration (Knight, 2004). Internationalisation of higher education has been disseminated to many countries especially developing countries (De Wit, 2010). Internationalisation also brings benefits to the university as it introduces perspectives that improve the quality of education for students, including the opportunity to understand cultures and languages through education abroad (Knight, 2004). Moreover, it is argued that internationalisation increases countries competitiveness because the changes in higher education systems to a greater internationalisation result in the enhancement of international content and commercial advantage (Altbach & Knight, 2007 and Mok, 2006b).

Consequently, the role of higher education institutions is changing in response to external needs (GUNI, 2008). A new role for higher education institutions in internationalisation is to serve national needs and to produce and prepare graduates to work in a global economy (Kritz, 2006). It could be argued that internationalised universities play an important role in relationships between countries and the free flow of people, knowledge, information, technologies, products and financial capital (Kritz, 2006; Marginson & Van de Wende, 2006).

1.6 Statement of the Problem

This section introduces the phenomenon under study i.e. the meaning of internationalisation of higher education according to university staff and the management processes involved in internationalisation. Globalisation and the expansion of a global market across borders reflects on the requirement of university to provide and produce skilled labour for the workplace. It is necessary for higher education institutions to develop an international perspective in order to become a world-wide phenomenon, as global economic integration continues to make its way forcefully into higher education (Marginson & Van de Wende, 2006).

For a decade, internationalisation of higher education has been emerging in Asia. In this highly competitive world. Internationalisation has been presented as commercial trade in the global market and has imposed new challenges for the system of higher education in Asian countries (Hazell, 1997; Altbach & Knight, 2007). Universities are increasingly aware of internationalisation as it becomes a significant phenomenon (Mok, 2006b; Huang, 2007). Internationalisation has gained more attention from the governments of East Asian countries such as China, South Korea, Japan, Taiwan, Hong Kong (Altbach & Knight, 2007). Governments set out the inauguration of the strategic process of higher education, to strongly encourage the higher education institutions to serve the nation, to develop their national knowledge by enhancing research and development (Mok, 2006b).

It is apparent that internationalisation has become a significant issue in higher education organisations in recent years (Soderqvist, 2002; Kondakci, *et al.*, 2006). The literature on the internationalisation of higher education was developed from the narrow aspects of student and staff mobility (Nilphan, 2005). Later, the meaning of internationalisation dramatically developed in terms of policies, strategies and international activities (Arum & van de Water, 1992). The

development of internationalisation over more than 30 years has driven the need to identify the meaning of internationalisation, which has been analysed by a number of scholars (Van der Wende, 1997; De Wit, 2002; Knight, 2004). There has been limited focus on the processes of internationalisation of higher education (Soderqvist, 2002; Kondakci, *et al.*, 2006). Moreover, the processes of internationalisation of higher education have tended to emphasise the student, staff and faculty mobility and international curriculum (Van der Wende, 1997).

The term internationalisation of higher education is regarded as the international content of dynamic process such as multicultural education, teaching, research, policies, procedures, academic mobility and the international dimension of the experience of higher education institutions (De Wit, 2002; Knight, 2004). However, a number of scholars have argued that the concept of internationalisation of higher education is an abstract (Van Dijk & Meijer, 1997; Teichler, 2004; Soderqvist, 2002). Scholars have provided a definition of internationalisation of higher education with different meanings (Arum & Van de Water, 1992; Knight & De Wit, 1995; Teichler, 2004; Knight, 2004;). The definition from these scholars can be summarised into three categories (1) focusing on promoting international higher education activities such as an international curriculum, and faculty mobility, international student recruitment, and developing skills and knowledge of students to work globally, (2) focusing on the establishment of understanding of cross-culture and international perspectives and (3) focusing on the processes including policies and procedures and international activities (Delgado-Márquez, *et al.* 2011). These definitions have been clearly interpreted which have contributed to this research.

It appears that much of the literature on internationalisation of higher education emphasises on the international dimension but not the particular problems in governance and management (Nilphan, 2005). Although the international dimension in higher education has received great attention, the problem of the

implementation of internationalisation has not been resolved (Soderqvist, 2002). The issue of management processes have been examined in respect to management change to internationalisation of higher education institutions (Soderqvist, 2002). Also university culture (Bartell, 2003) and managerial systems have been investigated (Kondakci *et al*, 2006) for the processes of implementation. It seems that most scholars have attempted to determine the management processes, rather than examining the particular department function and these research projects have only studied European countries. Furthermore, there has been research on the internationalisation of higher education in Asia (Yang, 2002a; Mok, 2006; Huang, 2007; Toyoshima, 2007;). However, these studies have focused on the processes of development of internationalisation of higher education, and they have not emphasised the operational system.

1.7 Research Rationale

1.7.1 Organisational Processes for Internationalisation

The organisational processes consider in this research involve organisational strategies that engage with the concept of internationalisation of higher education (Knight, 2004). To achieve the university's goal for internationalisation, an effective international office or a particular department responsible for internationalisation is essential for universities, as it serves and supports university change to a more internationalised campus (Knight & De Wit, 1995). Knight & De Wit (2004) argued that the particular department responsible for internationalisation plays a vital role in providing advisory, coordination and communication support for the internationalisation of the university.

Internationalisation of higher education has been rarely studied in the context of organisational strategies particular the management processes and has not been much examined in Asian countries (Mok 2007). Although there has been research

into strategy for internationalisation, although the literature on the organisational processes has had limited covered (Kehm, 1999; Elkin *et al.*, 2005, Ayoubi & Massoud, 2007).

In this research, internationalisation is interpreted as a process that universities endeavour to attain. Previous studies have covered a number of strategies and policies issues. While literature on internationalisation has been much developed, the evaluation of organisational processes has rarely been studied. Vapa-Tankosic & Cari , 2009 stated,

‘On the way of reshaping internal higher education structure the internalisation should be embedded in the culture, policy, planning and organisational process of the institutions.’ (Vapa-Tankosic and Cari , 2009:1)

Soderqvist (2002) and Konkci *et al.*, (2006) studied the management of internationalisation in higher education institutions in different aspects. They focused on the understanding of middle management of internationalisation of higher education. They found that there were problem with the management systems related to poor organisation and without a well-developed strategy (Vapa-Tankosic and Cari , 2009). The difference between this research and the previous studies is that this research approaches the organisation strategies at the institutional level, and endeavours to evaluate these organisational processes. Thus, it is essential for the higher education institutions to consider the management process in internationalisation (Wächter *et al.*, 1999; Soderqvist, 2002; Konkci *et al.*, 2006).

1.7.2 Theory of Communities of Practice

It is significant that the communities of practice theory has been widely embedded in many Western organisations (Wenger *et al.*, 2002), bringing benefit to organisations in their workplaces, helping to interconnect with organisational expertise and knowledge sharing, and increasing productivity (Eckert 2006). In higher education, the theory of communities of practice could be important and help higher education institutions establish knowledge sharing (Hart & Wolf, 2006; Ngulube & Mngadi, 2009), and develop and support work in the organisation (Molphy *et al.*, 2007). The notion of the theory of communities of practice is concerned with knowledge learning and sharing within the organisation. Knowledge is created, shared, organised, revised, and passed on within and among these communities (Wenger 1998). This thesis therefore adopts the theory of communities of practice to evaluate the effectiveness of organisational processes for the internationalisation of university campuses.

1.7.3 Thai Cultural values

Thai cultural values are embedded deeply within Thai society and people (Komin, 1990; Holmes 1995; Mulder, 1996). Thus, this thesis will introduce Thai culture values, as a context for the day-to-day operation of organisations, including higher education institutions. In this respect, the values which are believed to be held by Thai people are examined.

1.7.4 Internationalisation in Thai Universities

Internationalisation of higher education in Thailand has emerged from the Thai government with the rationale to enhance competencies of university to meet international standards and also to promote Thai universities in the Asian region and the world (Komolmas 2009). In Thailand, internationalisation introduces

international perspectives and views that foster the quality of education for students including the opportunity to understand other cultures and languages through education abroad (Kanjaniyot 2004). The government has begun to realise the trend towards the internationalisation of higher education as well as a need for development of human resources. As a result the Thai government and universities have undergone a change in the system to a more international one, to produce graduates who have the skills and knowledge to work globally (Chalapati, 2007). The government has responded to the international challenge in aspects such as the importance of proficiency in English language, and the liberalisation of trade and investment, technology and economic environment, to cooperate and collaborate with international and regional partners. (Chalapati ,2007). This resulted in the Thai Ministry of Education's long term plan (1990-2004) which was mandated to develop the nation's human resources to meet the requirements of local and global markets (Amornvich and Wichit, 1997). To achieve these goals, the plan places emphasis on equity, excellence, efficiency and internationalisation (Fry, 2002).

The intention of the Thai government has been to promote good governance and management in public universities (Kirtikara, 2001). The main purpose of good governance is to strengthen university management in a number of respects including accountability (The Office of Commission on Higher Education, 2008). The Office of the Commission of Higher Education also encouraged universities to initiate full time council secretariats to administer effective management (Ministry of Education Thailand, 2009). Interestingly, the government encouraged universities to learn and adopt the good practices of governance and management from overseas universities (Suwanwela, 2009).

The Ministry of Education has faced new challenges of internationalisation, and is developing higher education systems such as education reform in response to worldwide changes (Komolmas ,2009). Management and administration systems

are an important part of education development. As the management and administration systems in public universities have been under the government, this has restricted in inflexibility and limited innovation. Moreover, Thailand is in the initial process of developing internationalisation of higher education, and one of the key factors that reflects the development of internationalisation of higher education is the administration and leadership of internationalisation of the campus (Kanjaniyot, 2004). The administration system, leadership and staff development are included in the education reform plan. Thus, one of the key goals of higher education reform was to establish an efficient and effective administrative and managerial system in higher education institutions. And it aimed to enable them to work through their tasks with flexibility, more efficiency in management and higher quality (Sangnapaboworn, 2003). The assumption is that the administration and organisational processes play a vital role in facilitating essential contribution to the internationalisation of the university. (Sangnapaboworn, 2003; Kanjananiyot, 2004).

Moreover, the process approach to internationalisation also emphasised on the developing international and intercultural dimensions through the variety of policies and organisational and managerial processes (Knight, 2004). Thus, organisational processes are considered in a process of developing an internationalised campus and more easily influencing the international dimension of university (Vapa-Tankosic and Cari, 2009). Nonetheless, with international projects and activities, there is a need for extra attention from policy makers. In addition, the process of becoming an internationalised university is the key objective that strives to make the particular organisation or department responsible for the internationalisation strategy and international activities in the university. Therefore, this research aims to evaluate the key processes of organisation change for internationalisation in Thai universities. In particular, the thesis examines the organisation strategies of internationalisation of higher education in Thailand which is one of the government education policies (The Commission on Higher Education, 2010). Moreover, due to

the accelerated development of internationalisation of universities in Thailand, most universities pay vital attention to the increasing number of international activities such as international student recruitment, and each faculty operates these activities themselves. The lack of clear aims in a particular department or international office in the faculty results in slow development. If there is no evaluation of the effectiveness of an international office or particular department, the development of internationalisation of Thai universities seems will take a long time to achieve.

Besides, although research into the internationalisation of higher education has attracted attention from scholars recently, research in the organisational processes for internationalisation in Thai universities has been limited. Literature blending theories of communities of practice with the evaluation of organisational processes in an more internationalised university is limited. Research emphasised the policies rather than the organisational processes themselves. Only a few studies have examined the current and potential role of organisational processes for internationalisation (Soderqvist, 2002, Vapa-Tankosic and Cari , 2009). This study is focused on the subject by attempting to evaluate the applicability of the theory of communities of practice on organisational processes. The outcome for this research contributes to an understanding of the factors that influence the performance in the communities which benefits the organisation to enhance sharing best practice and experience in Thai universities' organisation.

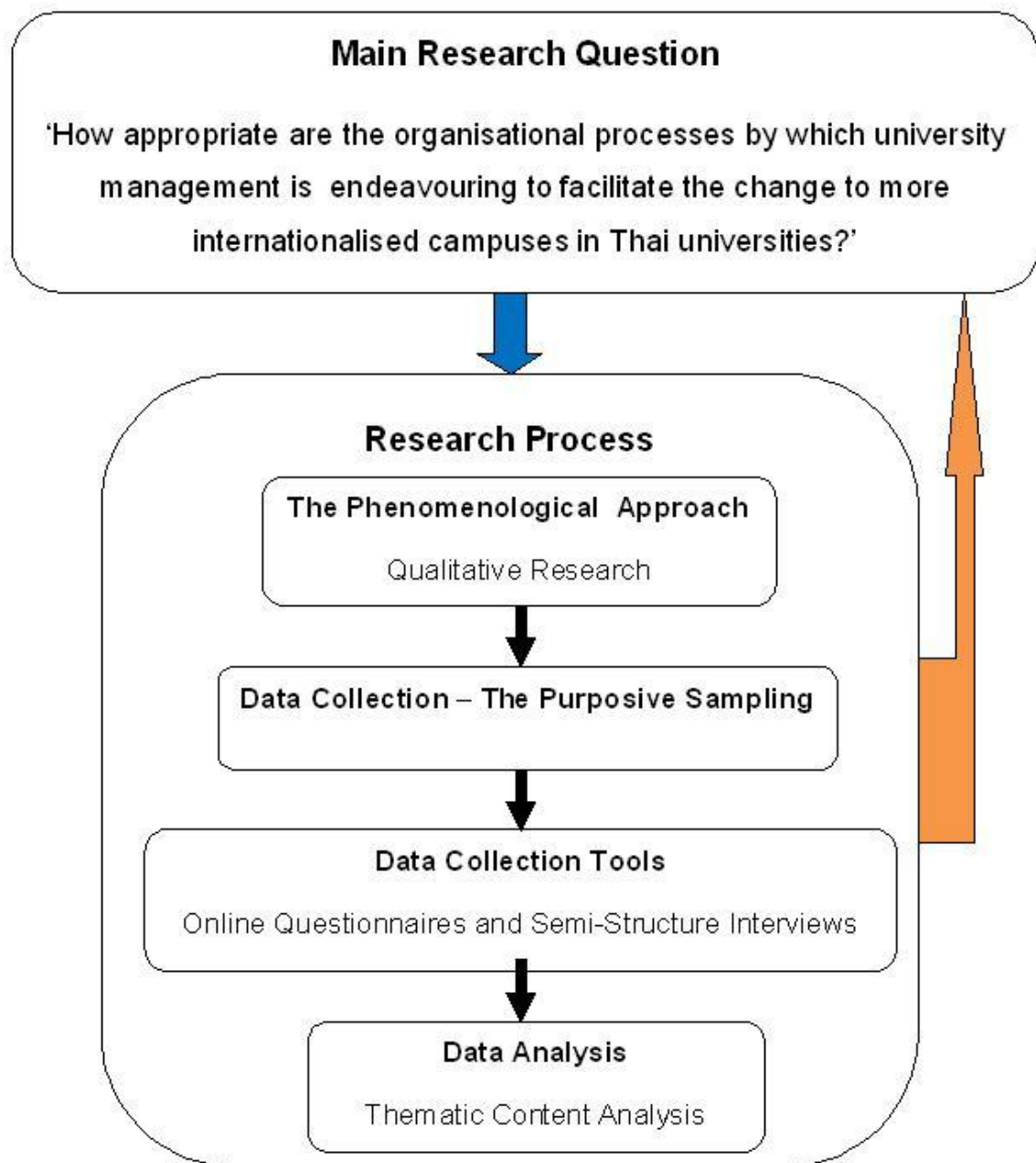
1.8 Research Methodology

1.8.1 Research Design: Qualitative approach

The phenomenological approach was employed to identify the understanding and the meaning of the experiences of participants. The purposive sampling was chosen in order to obtain participants' actual experiences to provide understanding of research framework (Bryman and Bell, 2007). The samples included president, vice presidents, directors, deans, deputy deans, heads of department, lecturers

and administrative staff. Semi-structured interviews were employed as data collection tools. Thematic content analysis was selected for the data analysis. The research process is presented in Fig 1.2.

Figure 1.2 Research Design



Source: Author

Qualitative research was selected as it provides data which is best representative for researching into human experience including beliefs (Domegan and Fleming, 2007 and Van Rensburg and Smit, 2004). Qualitative data enables the researcher to increase her the understanding of social situations, organisational issues, and to understand the meaning of the phenomena (Denscombe 2010:12). The phenomenology research was selected to obtain a broad understanding and to support an analysis of internationalisation of higher education in Thailand. The qualitative research approach used two methods of data collection: online questionnaires and semi-structured interviews. Thematic content analysis is used to generate and analyse the data for interviews data.

1.9 Structure of Thesis

The introduction chapter provides the background to the research and sets out the structure of the thesis.

Chapter Two examines the internationalisation of higher education and the Thai higher education context. The chapter provides an overview of internationalisation in regions such as Europe, Asia and Thailand. The chapter also discusses Thai higher education policy for the internationalisation of Thai higher education. This includes issues such as quality assurance and the 'world-class' university

In Chapter Three, the literature review provides an overview of the previous studies and the theories that underpin the thesis. The key theoretical concepts are the meaning of internationalisation and communities of practice. The chapter provides a theoretical background. It also provides an overview of globalisation and internationalisation. It provides the background for the internationalisation of higher education and considers the debates on the meaning of globalisation and internationalisation of higher education. It also discusses the definition of internationalisation from various authors. It reviews the rationale for

internationalisation of higher education and particular in the benefits and threats for the internationalisation of higher education. The chapter compares the meaning of internationalisation between Europe, Asia and Thailand and provides a background to the strategic approaches to internationalisation. It also discusses the organisational processes needed for the internationalisation of higher education. It also reviews the obstacles to internationalisation of higher education. In the final section of the chapter, the trends for internationalisation of universities globally are reviewed including the change needed in governance related to good governance principles.

Chapter Four discusses the key theory of communities of practice and the rationale for advocating the use of communities of practice and the consideration of Thai cultural values in this study. To help to explain behaviour in Thai organisation, the influence of Thai values as proposed by Komin(1990) is introduced.

Chapter Five, the research philosophy, research paradigm and research strategy and design are introduced. The chapter provides the reasoning behind the chosen research method in this study. Moreover the chapter provides more detail about the approach taken by the researcher to the fieldwork.

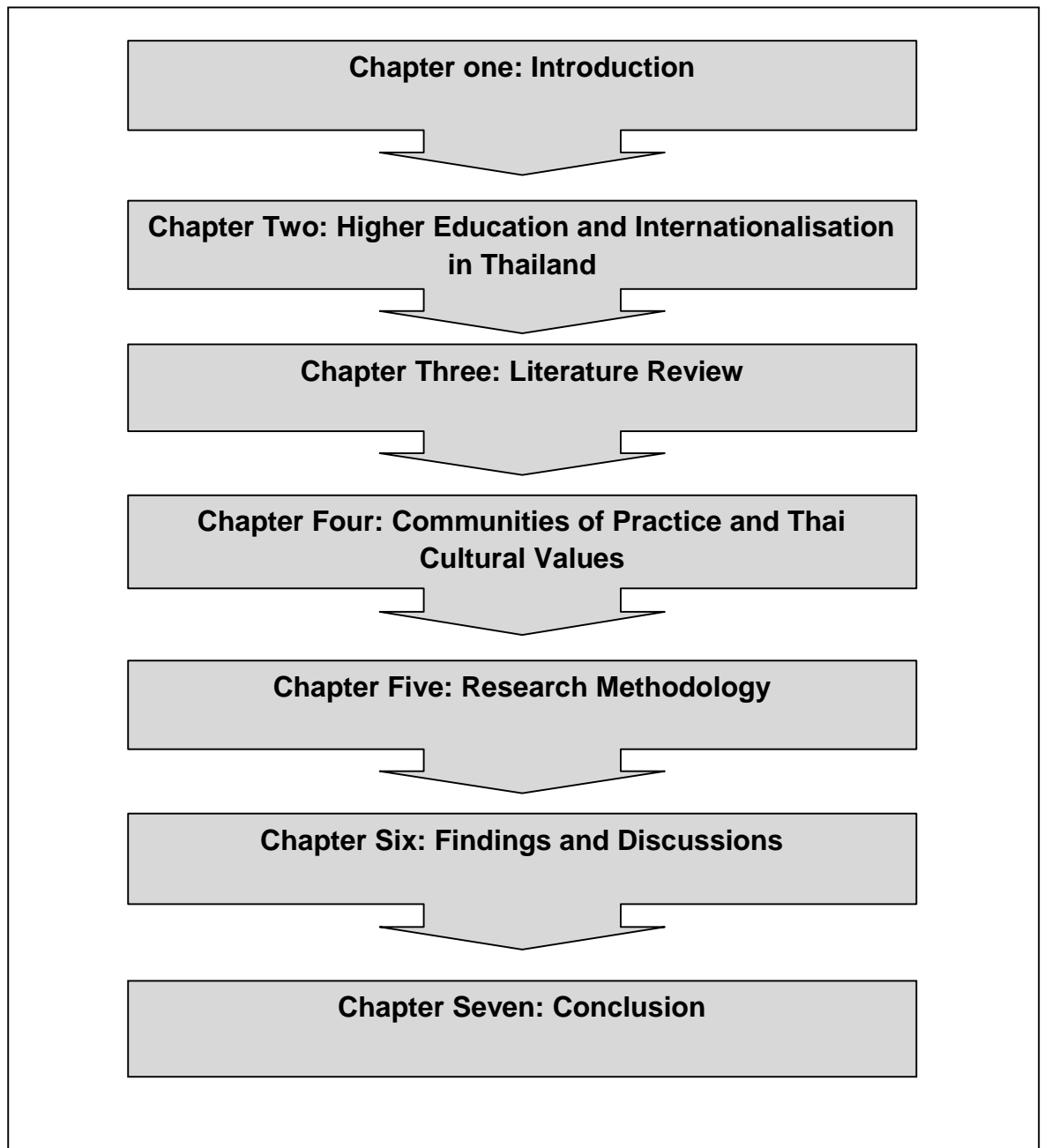
Chapter Six presents the findings and discussion from the interviews. It presents the content analysis from interviews linked to the research question. It reviews the internationalisation of universities in Thailand, communities of practice in the UK universities, management processes in Thai universities and the influences of Thai cultural values in Thai university management. The chapter also discusses the findings in relation to the conceptual framework and sets out the limitations and the future research possible.

Chapter Seven sets out the conclusion and the implications for theory and practice. This chapter summarises the answer from the study to the main research question,

particularly in the effectiveness of the organisational processes of internationalisation of higher education in Thailand. It is found that the theory of communities of practice may not be applicable to Thai university organisations especially in public universities where there is a strong bureaucratic structure and recommendations for Thai universities management and education policies. Figure 1.3 sets out the sequence of chapters in the thesis.

The next chapter provides the country context for this research by examining higher education and internationalisation in Thailand and also considering the wider regional context and European experience for higher education.

Figure 1.3 Structure of the Thesis



Source: Author

CHAPTER TWO: HIGHER EDUCATION AND INTERNATIONALISATION IN THAILAND

2.1 Introduction

Over the past decade, the development of higher education has rapidly increased because of the impact of internationalisation. It is evident that a growing demand for higher education has emerged, with rapid developments in knowledge exchange, and advances in information communication technology and learning systems throughout the world reflecting the change of higher education (De Wit, 2010). It has therefore become important for higher education to review its role. It is significant that universities play a vital role in producing quality skilled graduates and driving research and technological development, moreover they also generate and initiate new knowledge e.g., new technology and new product innovation (Jessop *et al*, 2008). Thus the involvement of universities in internationalisation has been concerned with rationales for this, such as the role of producing an international, skilled and knowledgeable workforce (Knight, 1999).

This chapter reviews the internationalisation of higher education in Asia focusing on ASEAN as it most influences its member countries in Asia including Thailand. The reform of higher education and policies and plans for internationalisation in Thailand are discussed. Furthermore, the key issues of quality assurance and a world-class university which involve policies and plans are discussed.

2.2 Internationalisation of Higher Education: Context

The history of internationalisation of higher education began with the development of international dimension of higher education where the influence of the internal and external environments of higher education affected the international

dimensions (De Wit ,2002). For instance, the international dimensions were identified as the flow of students from south to north, export of higher education and research (De Wit ,2002). The evidence of the dimensions (projects, activities, programmes) seemed to be formed by the United States, the Soviet Union, Germany, France and the United Kingdom where the approaches to internationalisation were obviously regarded as international education such as national scholarship programmes for students and staff like the Fulbright Fellowship, institutional study abroad programmes, scientific and cultural agreements between countries and the creation of national agencies such as the Institute of International Education, *Deutscher Akademischer Austausch Dienst* and the British Council (De Wit ,2002). The emergence of the internationalisation of higher education was influenced by Australia and United Kingdom with the change towards the provision of higher education to trade in education services (Knight, 2003). These changes have influenced the need for countries to develop an international strategy and this was how internationalisation became strategic planning for higher education (De Wit, 2002). For example, a report by UNESCO showed that the mobility of international students has been influenced by the institutional and national strategies, as many universities have developed a variety of internationalisation strategies to benefit from this. Moreover, they tended to establish the relationship with academic international partnerships to collaborate in various ways such as creating joint-degrees, research collaborations and faculty exchange (UNESCO, 2009). This also includes the arrangement of franchising for academic degrees and branch campuses. In addition, some academic institutions in non-English speaking countries developed international curricula and international programmes to attract international students (Altbach, *et al*, 2009).

Initially, internationalisation was a non-profit making activity, the desire for internationalisation was not financial but to enhance research and knowledge capacity, strategic inter-university alliances, and to increase cultural understanding (Altbach & Knight, 2007). For example U.S. colleges used international

programmes to provide international and cross-cultural perspectives for their students and to enhance their curricula. However, in recent years the context of internationalisation of higher education has rapidly changed. Higher education commercialisation has now reached the global marketplace and globalisation and internationalisation are becoming a marketing commodity, bringing commerce to higher education (Altbach,2001; Pradeepkumar & Behr,2009). Recently, governments worldwide play a vital role in driving the internationalisation of higher education in order to enhance their knowledge economies (the 1994 Group, 2011).

2.3 Meanings of Internationalisation of Higher Education Europe, Asia and Thailand Summaries

2.3.1 Europe

With the intention to foster economic and political integration, internationalisation of higher education became a key issue in Europe during the 1990s by the success of the ERASMUS programme (Knight, 2004; Teichler ,2004). In the beginning, internationalisation in Europe emphasised on the development of educational co-operation between national education systems, transnational education and knowledge transfer which aimed to develop within the region and cross-borders (Teichler's, 2004). Internationalisation in Europe emerged from student mobility and cross-border activities (De Wit, 2002). Those activities were influenced by the Bologna Process and Erasmus Programme, generating academic activities and internationalisation strategies. It is noticed that internationalisation of higher education in Europe seems to focus on student mobility. Thus, the internationalisation of higher education from the point of view of a German Professor, Teichler means:

'Internationalisation can best be defined as the totality of substantial changes in the context and inner life of higher education relative to an

increasing frequency of border-crossing activities amidst a persistence of national systems,..... Phenomena often viewed as characteristic for internationalisation are increasing knowledge transfer, physical mobility, cooperation and international education and research.’ (Teichler ,2004:22)

It can be seen that internationalisation of higher education in Europe inclined to physical worldwide mobility, cooperation and exchange academic knowledge between higher education institutions transfer (Beckman and Cooper 2004; Marginson & Van der Wende, 2006) . In addition, internationalisation enhanced international partnerships and transnational education, the worldwide competitors and the desire for rank in worldwide reputation, and it also increased dimension of internationalisation at home (Teichler,2004)

It is argued that the meaning of internationalisation in Western countries has shifted over the decade as internationalisation referred to the cross-border education services e.g, joint degree and branch campuses and immigration of skilled labour in the global knowledge economy including, moreover, the emergent of higher education environment such as international students recruitment has dramatically increased (Van der Wende, 2007; Tiechler, 2009; De Wit, 2011). Additionally, internationalisation also related strategies than in the previous decades in which the quality of education was concerned in order to contribute to society and in Asia (Wächter , 2004). Fig. 2.1 summarises the meaning of internationalisation in Europe, Asia and Thailand

Figure 2.1 Meaning of Internationalisation in Europe, Asia and Thailand

Region	Meaning of internationalisation <i>in the past</i>	Meaning of internationalisation <i>at present</i>
Europe	<ul style="list-style-type: none"> ▪ worldwide mobility ▪ cooperation and exchange academic knowledge between higher education institutions ▪ international student recruitment 	<ul style="list-style-type: none"> ▪ the world-wide competitors ▪ the desire of one's rank in world-wide reputation, ▪ increasing dimension of internationalisation at home
Asia	<ul style="list-style-type: none"> ▪ students, staff and faculty exchange 	<ul style="list-style-type: none"> ▪ curricular exchange , joint research activities and joint degree ▪ increasing of quality education and researches ▪ the establishment of world class universities ▪ recruitment of international students ▪ bringing the international dimension to their universities
Thailand	<ul style="list-style-type: none"> ▪ developing human resource 	<ul style="list-style-type: none"> ▪ a commitment to international agreement ▪ human resource development ▪ upgrade the quality of education ▪ enhance to create global peace environment ▪ involve with the aims and goals of the Association of Southeast Asian Nations(ASEAN).

Sources: Van der Wende(2007); Tiechler (2009); De Wit (2011); Huang (2003); Toyoshima (2007); Yonezawa (2009); Kiranandana (2004); Kanjananiyot (2004); Komolmas (2009)

2.3.2 Asia

Since this thesis focuses on the internationalisation of higher education in Thailand and Thailand is a country in the continent of Asia. Moreover, Thailand is influenced by countries members in Asia. Therefore, internationalisation of higher education in Asia is reviewed and discussed in this section. Asia is defined as the countries in East Asia and ASEAN such as China, Japan, Taiwan, South Korea, Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam.

The meaning of internationalisation of higher education in Asia seems to differ from Western countries. Internationalisation of higher education in Asian countries is strongly clarified by mobility of people between individual countries and basically stimulated national programmes of co-operation, development, and technical assistance within and outside the region (Huang 2007).

Some Asian scholars have suggested that the definition of internationalisation of higher education differed from different regions and different countries which referred to the process of international exchange activities among universities between local and foreign countries (Huang 2003; Toyoshima, 2007; Yonezawa, 2009). Huang (2003) claimed that the definition of internationalisation emphasised on the process of education and research exchanges between local and international institutions which can be seen in the development of higher education in China and Japan (Huang 2003). For instance, in China, there has been an emergence of internationalisation regarding developing international curricular and transnational higher education system, to improve quality of education to meet standards. In addition, activities in internationalisation of the university curriculum and importation of foreign educational programme have come to play a central role in the internationalisation of Chinese higher education. As a result, internationalisation of the curriculum in China was developed into three aspects;

introduction of English-language products into Chinese campuses; implementation of the medium of instruction in the English language or bilingually (Chinese and English); and integration of an international dimension into university teaching and learning. (Huang, 2003).

However, recently, there has been a slight change of the meaning of internationalisation in Japan. Internationalisation of higher education in Japan is defined as the recruitment of international students and bringing the international dimension to their universities (Huang, 2003; Toyoshima, 2007). As Huang stated:

'It is safe to state that Japan chose to stimulate its internationalisation of higher education through its focus on attracting incoming international students.'(Huang, 2003:209).

From previous studies, it could be concluded that the meaning of internationalisation in Asia is defined as international students, an exchange or communication between different nations and cultures including visiting scholars from abroad or student mobility across borders and countries. (Huang 2003; Mok, 2007; Toyoshima, 2007; Pradeepkumar and Behr, 2009).

The diversity of meaning of internationalisation in Asia has dramatically changed from students, staff and faculty exchange to curricular exchange, joint research activities and joint degrees (Huang, 2003). However, recently, internationalisation of higher education in Asia emphasises on the increase of quality education and research and the establishment of world class universities including three major elements: (1) human exchange, mainly of students, teachers and researchers; (2) the exchange and accreditation of programmes, courses and degrees, including the sharing of curriculums and especially the development of transnational programs, and (3) research project activities, including the organisation of

international conferences and joint research, mainly for presenting research results and academic exchange. (Yang, 2002; Huang, 2003; Huang, 2007).

Seemingly, global trends have made internationalisation of higher education a widespread and strategically important phenomenon in institutions, (Van der Wende and Westerheijden, 2001). Particularly in Europe, internationalisation strategy focuses on competencies, outcomes and impact which include mission and objectives of institutions; the education quality assessment, the policies and activities on research and cross-border, mobility, enhanced programmes and organisation strategies and a wide range of activities, such as the mobility of students and staff, internationalisation of curricula and quality assurance, inter-institutional co-operation in education and research, and the establishment of an international university (De Wit, 2002; Teichler, 2009; De Wit, 2010).

Unlike Asia, the emphasis is on the development of effective internationalisation strategy such as strategic organisational changes toward universities' missions and objectives and education and research competitiveness and the establishment of institutional strategies for internationalisation (Li-Hua *et al*, 2010).

2.3.3 Thailand

Little has been published about internationalisation of higher education in Thailand, particularly, the meaning. However, several Thai scholars have defined the term of internationalisation with respect to knowledge orientation (Kiranandana, 2004; Kanjananiyot, 2004; Komolmas, 2009). Internationalisation might be described as the activities that focus on academic knowledge and might benefit to the country in social, economy and cultural value, as she argued that, 'internationalisation of higher education is one way a country responds to the impact of globalisation yet, at the same time respects the individuality of the nation' (Kanjananiyot, 2004:4). Another meaning was defined by Kiranandana (2004) who claimed that

internationalised university refers to a university that integrates the creation, collection and dissemination the body of knowledge consequently, internationalised universities can be identified into two types: (1) research university and (2) teaching university. It is seen that Kiranandana identified the term of internationalised university into research and teaching university which according to the classification of higher education institutions by The Office of Higher Education Commission, Thailand (Ministry of Education Thailand, 2009). It is argued by this thesis that Kiranandana identified the meaning of internationalisation in a clear picture of the classification of Thai university system, while on the other hand Kanjananiyot defined internationalisation based on the reflection of globalisation.

The agreement of integrating the ASEAN community among the member countries by 2015 seems to reflect the development of internationalisation of higher education among the ASEAN member countries, inevitably internationalisation of higher education in Thailand is also influenced by the ASEAN community (ASEAN, 2009). Consequently, Komolmas (2009) described the meaning of internationalisation with the aims and goals of ASEAN, which aims to strengthen the foundation for a prosperous and peaceful community and to promote collaboration in the economic, social and cultural spheres (ASEAN, 2010), thus Komolmas (2009) defined internationalisation of higher education as a commitment to international agreement, human resource development and enhance to create global peace environment. Moreover, since the English language is claimed as a common language in the world (Altbach, 2004). Komolmas also argued that the most important factor for developing internationalisation in Asian region (non-English speaking countries) is English proficiency, particularly in Thailand that was never colonised by any Western countries. In addition, Komolmas claimed that the role of higher education institution reflected the development of internationalisation of higher education because higher education institutions played a vital role to

produce and prepare people to be leaders in the future and to promote understanding of intercultural and cultural diversity among people in different countries (Komolmas, 2009). It is an argument of this thesis that the definition of internationalisation proposed by Komolmas concerns two aspects: English proficiency of Thai students, and the role of Thai universities which seem to be dominant barriers for Thai universities to develop internationalisation.

It is apparent that there is such a wide variety of appreciation in defining internationalisation by Thai scholars. However, the definition proposed by Komolmas (2009) appears to have a more realistic and practical perception and cover all the importance factors.

In order to explore the organisation strategies approach to organisational processes, an process approach to internationalisation is discussed in the next section.

2.4 Internationalisation in Asia

In this study, Asian countries are defined as the East Asian countries of China, Japan, South Korea, and Hong Kong. In the past decade, internationalisation of higher education in Asia began with academic exchange, mainly focusing on staff and student mobility. Historically, internationalisation in Asia, until the 1970s emphasised staff and student exchange. During the 1970s, some more activities were included such as joint degree programmes, curriculum exchange and joint research, and in the 1980s more university collaboration and partnership schemes were introduced (Huang, 2007). Even now, the internationalisation of higher education continues to change, however it emphasises faculty and staff and student exchange and research collaboration, joint research, international conferences, joint programmes, and international curricula as shown in Fig. 2.2 (Huang, 2007).

Figure 2.2 Internationalisation of Higher education in Asia, Past and Present

Period	Activities
Up to 1970s	Staff and student exchange
1970-1980	Joint degree programmes, curriculum exchange and joint research
1980-1990	Joint research, universities collaboration and partnership schemes
Up to the present	Partnership schemes, research collaboration international conferences,

The pressure of internationalisation of higher education on Asia is derived from Western higher education institutions and has led to the development of internationalisation in Asian countries (Marginson & Van der Wende, 2007; De Wit, 2009). The widespread education reform in Asian countries is a revolution of education as a response to the emergence of internationalisation in the sector (Mok 2006a). A trend relating to reforming universities in East Asia has emerged as the adoption of strategies along the lines of the Anglo-Saxon paradigm in internationalising universities in East Asia with the intention of making the higher education systems more globally competitive (Huang, 2003; Mok 2006a).

It has been a challenge for the Japanese government to initiate internationalisation strategies in its institutions, under pressure from Western universities. To meet the global challenge, the government introduced two approaches to respond to global trends. The first approach was to strengthen research capacities to internationally competitive levels which aimed to enhance new knowledge in higher education institutions. The second approach to meet global challenges was to improve the quality of education to meet international standards (Yonezawa, 2009). Despite

government attempts to encourage and support the development of internationalisation of higher education in Japan, it seemed that it was not progressing due to the major obstacle of language (Akiyoshi, 2009). Almost all Japanese universities teach in Japanese. International students had to learn Japanese if they wished to study in Japan and this resulted in fewer international students being attracted to study there. (Margionson & van der Wende ,2007; Yonezawa, 2009).

Internationalisation of higher education in China has seen more staff and student mobility overseas (Huang, 2007). The Chinese government has worked towards the internationalisation of higher education by encouraging Chinese universities to increase international collaboration and international partnerships, as well as launching research projects such as selecting and funding university-based research and nurturing research capacity (Levin, 2010). It was evident that the strategy to achieve the goals for internationalising universities was to increase the engagement of developing international collaboration with overseas institutions such as signing Memorandum of Understanding (MOU) with foreign partnerships, which aimed to increase involvement with the research activities and joint programmes with international partnerships (Mok, 2007). It seems that the Chinese government has encouraged and promoted Chinese universities to become internationalised as they recognise the benefits. These benefits include enhancing the quality of higher education, producing excellent graduates, developing international research and national competitiveness with the demand for national economic growth, improving the quality of education and creating world-class universities in China (Mok, 2005b).

Several Asian countries have endeavoured to internationalise their higher education with different aims. For instance, the scheme for internationalising universities in Hong Kong has motivated and encouraged students in self-directed learning in order to strengthen international outlook and problem-solving skills of

students, international exchange and internships (Mok ,2007). Singapore has experienced of internationalisation with international collaborations such as the establishment of 100 per cent foreign-owned higher education institution from New South Wales (Australia). Additionally, Singapore also has joint ventures, exchange programmes, branch campuses, with institutions in the United States, China, Germany and the Netherlands. Besides, the higher education institutions in Singapore hold branch campuses in Australia, China, Malaysia and Thailand (Altbach & Knight, 2007).

It has been argued that the major barrier for the development of internationalisation of higher education in Asia is language. Although 'English' is used as a common language globally, it is considered to be a foreign language in most countries in Asia except Malaysia, Singapore and countries that were colonised by Britain. This is seen as a disadvantage for staff and students and universities in Asia (Margionson & van der Wende,2007; Yonezawa, 2009). The main aim of internationalisation is concerned with protecting the rich cultural and linguistic diversity of East Asia (Aphijanyatham, 2010). Even so, to enhance the countries' competency, the governments in East Asia must consider the need to provide English language to the students for the advantages of cultural learning and language skills (Aphijanyatham, 2010).

2.5 Association of Southeast Asian Nations (ASEAN)

Association of South East Asia Nations (ASEAN) has faced the problems and challenges of global economics, knowledge, and trends in higher education and the demand for the development of nations (ASEAN, 2010). The increase of foreign branch campuses, the increasing student, staff and academic mobility between countries and the increasing co-operation between international institutions have been key factors that have influenced the emergence of higher education in all countries in south-east Asia (Altbach & Knight, 2007). Moreover,

most countries in the region are developing countries except Singapore, therefore there is stronger need for forms of regional co-operation between countries to strengthen competitiveness and harmonisation. (ASEAN, 2010). Consequently, ASEAN was established in Bangkok, Thailand in 1967. ASEAN is comprised of ten member countries, namely, Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam.

The pressure of internationalisation from Western countries led ASEAN to initiate an internationalisation policy to promote solidarity and cooperation with scholars, staff and students in member countries and mutual understanding and harmony within communities and exchanging knowledge, experience and expertise and enhancing cooperation between universities. The policy of internationalisation of higher education was launched with the implementation of study, student and faculty exchange and collaborative research programmes, quality assurance (AUN-QA), and the south-east Asian engineering education development network (AUN/SEED-Net) which are on-going processes (Akhir, 2009). The action for the higher education policies were to promote and continue education networking at various levels of educational institutions, and to promote and support faculty exchange, establishing group or individual research within the institutions, strengthening collaboration with other regional and international educational organisations to enhance the quality of education in the region (ASEAN, 2010). ASEAN countries have experienced internationalisation of higher education within the region and globally, for example, in Vietnam the number of active foreign partnerships is rapidly expanding, besides the higher education institutions in Vietnam have developed joint and franchised bachelor degree programmes with higher education institutions from the United States, Belgium, France, Germany and Singapore (Altbach & Knight, 2007).

It is believed that the ASEAN community was established in response to globalisation and regional economic and political development, aiming to establish and strengthen unity and integration within the member countries as a result of the

considerable change in the association's mission in the recent two decades, with the motto 'one vision, one identity, one community' (Wongboonsin & Wongboonsin, 2011). In the beginning, the three major purposes of country harmonisation were to promote the economic, social and cultural development of the region through cooperative programmes, to safeguard the political and economic stability of the region against big power rivalry, and to serve as a forum for the resolution of intra-regional differences (ASEAN, 2010).

The ASEAN Community was initiated on three pillars - political-security, economic and socio-cultural communities which aimed to foster cooperation among the member countries particularly in terms of security by enhancing the self-management capacity of regional security and economics by developing a single market and regional competitiveness. Besides, environmental and regional social cohesion are also among its priorities which was expected to increase a flow of people. According to the ASEAN Charter in 2007, its mission was, 'a closer cooperation in education and human resource development will empower their people and strengthen the community', which was expected to improve economic competitiveness (ASEAN, 2010). In addition, it is stated that free flow of skilled labour which was among the objectives of ASEAN Community aimed to increase labour mobility in order to increase the extent of competition for employment opportunities within the ASEAN region by 2015. Thus, it appeared that the education sector's objectives were to increase knowledge and understanding of member countries youths toward education and activities to create an identity, with cooperation and friendship, and to create a knowledge based society (Trang, 2011). The Office of Higher Education Commission (OHEC) was sufficiently aware of the need for developing higher education as it played a vital role to support and prepare Thai people and Thailand for regional integration in order to utilise the ASEAN Community (OHEC, 2009).

Thailand is also among the countries in Asia that have developed internationalisation derived from Western higher education institutions. Increasing

the number of signed Memorandum of Understanding (MOU) with foreign partnerships appeared to be the internationalisation strategy for universities in Thailand including international student recruitment. However, similar to other countries in Asia, the obstacle for development of internationalisation in Thailand is the English language. Since Thailand was never colonised by Britain this seemed to be a disadvantage for Thai people compared to other countries that had been colonised.

Currently, the ASEAN Community 2015 scheme reflected the rapid development of internationalisation in Thai universities. Since English language seemed to be the problem for Thai people, the major action plan that universities launched regarding the ASEAN Community 2015 was the enhancement of language skills for staff and students. For instance, universities offered support to staff and students in language learning, especially the English language.

2.6 Higher Education in Thailand

2.6.1 Education Reform

In response to globalisation and internationalisation, education reform emerged during the 1990s (Fry, 2002). The significant circumstances according to the rationale for educational reform in Thailand were reviewed. First, after Thailand had faced an unprecedented financial and economic crisis in 1997, the question of the lack of educational attainment by Thai people was discussed (Office of the Education Council, 2003). Second, Thailand was influenced by the pressure of trade liberalisation e.g. the demand for a quality workforce and growing demand for higher education across the world. Third, it was suggested by the Asian Development Bank (ADB) that public universities in Thailand should become autonomous for efficiency of administration, accountability, transparency and responsibility (Sangnapaboworn, 2003; Chalaphati, 2007). Fourth was the need to

evaluate, improve and develop the quality of learning by establishing educational standards and quality assurance (Sangnapaboworn, 2003).

The major problem for higher education in Thailand was the governance and management system, with a lack of co-ordination and management flexibility, inefficient management structure and the problem of centralised organisation (Kirtikara, 2007; Fry, 2002). Therefore, the Thai government outlined the education reform, decentralised education system and governance and management, according to the National Education Act (1999), and this became a huge change for the Thai higher education system (Fry, 2002). For instance, the administrative structures of public universities in Thailand were highly centralised and bureaucratic and most of the public universities relied upon the supervision of the Commission on Higher Education (The World Bank, 2009). Despite this, the university councils of every university established the policy and plan for their universities with respect to regulations of the Commission on Higher Education and so the Commission still influenced and retained substantial power and control over the system (the World Bank, 2009). It was seen that the way to reduce the power and control of Ministry of Education over higher education institutions was educational reform which would provide the public universities with autonomy.

At a national level, the key elements of education reform for Thai higher education included the establishment of administrative unity and a re-structuring of the ministry of education, with a decentralised education system; the reform of higher education presenting guidelines to promote university autonomy and providing public universities with autonomy in both budget and governance (Fry, 2002). The new organisational structures of the Ministry of Education were established in 2006. The establishment of the Office of Higher Education Commission (OHEC), one of the new organisational structures of the Ministry of Education was introduced in order to mandate the higher education institutions. The Office of Higher Education Commission was empowered to provide recommendations and

consultancy to the Minister of Education or the Council of Ministers. The new organisation, the Office of Higher Education Commission, tended to be a decentralised system. It has the authority to propose higher education policies and standards corresponding to the National Economic and Social Development Plan (2007-2011) and the National Education Plan (2007-2011) which it conveys to the higher education institutions but has no mandate or control over the higher education institutions' administration.

The educational reform policy also introduced a new classification of the higher education institutions in order for the universities to manage themselves with respect to their missions and expectations. There are 166 different higher education institutions in Thailand under the Office of the Higher Education Commission (OHEC). There are thirteen limited admission public universities, two open admission universities, thirteen autonomous universities, 69 private higher education institutions, forty Rajabhat Universities, nine Rajamangala Universities of Technology, the Pathumwan Institute of Technology and nineteen Community Colleges (Ministry of Education Thailand, 2009). The Office of Higher Education Commission has classified Thai universities into four groups according to their different missions and expectations. The four groups are ; a) research universities with graduate schools and a high capability for research, high-quality staff, teaching from bachelor to post-doctoral levels, producing leaders and helping to enhance Thailand's competitiveness; b) universities with fields of specialisation, teaching mainly at bachelor and master levels, with good staff, producing qualified manpower for industry; c) teaching universities with undergraduate emphasis producing workers for local government and local business; and d) community colleges producing graduates to empower the local community (Ministry of Education Thailand, 2009). The classification of the higher education institutions will benefit the higher education institutions to manage the university structure system.

At an institutional level, the National Education Act (1999) expressed guidelines for universities to improve their management systems, with the evolution of education from educational centralisation to educational decentralisation, in the academic and financial resources (the World Bank, 2009). Furthermore, Thai Government attempted to enhance the effectiveness and efficiency of the higher education system, to upgrade the quality of Thai universities to achieve international standards of excellence while upholding their academic freedom and social responsibility (Sangnapaboworn, 2003). According to the education reform (The National Education Act, 1999), in order to enhance and improve the lack of co-ordination and centralised organisation system in higher education institutions, the Thai government encouraged public universities to become autonomous, but with support from government agencies. The goal for education reform in the universities was good governance and good administrative systems which would allow universities to have the authority to establish their management systems and administrative structures such as management of personnel, financial resources and the effective utilisation of their properties (Sangnapaboworn, 2003).

There are some obstacles to educational reform in higher education in Thailand. It is important to realise that the highly centralised and bureaucratic structure are most influential in the development of governance and administration reform (Fry, 2002; Buosonte, 2009; World Bank, 2009). Furthermore, it is argued that the lack of leadership and responsibility is reflected in the development of administrative systems (Buosonte, 2009).

2.6.2 Policy for Internationalisation in Thai Higher Education

Internationalisation of higher education in Thailand has been influenced by the trend towards internationalisation of higher education from Western universities to Eastern universities (De Wit, 2002) and the regional countries. It appears that the

key strategy in the internationalisation of Thailand's higher education aimed to establish regional cooperation in higher education and develop international collaborative relationship and world-class universities (Ministry of Education, 2009). The essentiality of creating an internationalised campus in Thai universities has been influenced by trade liberalisation in education services which has resulted in the demand for international skills and knowledge and so Thai higher education confronts the challenge of developing internationalisation in their universities (Kanjaniyot, 2004).

It has been claimed that the Thai government initiated an internationalisation in education policy as they realised the challenge of international competition, and the need to enhance the quality of higher education (Nakornthap & Srisa-an, 1996); Fry, 2002). Internationalisation was first introduced in the first long-range plan for higher education development (1990-2004) which aimed to develop the international and regional co-operation with ASEAN countries (Chalapathi, 2007). Initially, the first fifteen year long-range plan had four key areas to attain its goals - equity, excellence, efficiency and internationalisation, with the expectation of establishing mechanisms for institutional education quality and control of national assessment and establishment of centres of excellence (Kirtikara, 2007). In the beginning, the aim of internationalisation was the development of higher education to increase and improve economic and social development, international cooperation and country competitiveness (Nakornthap & Srisa-an, 1996). The main elements of internationalisation strategy, according to the first long-range plan for higher education development (1990-2004) involved international, cooperation and collaboration, quality of education, and development of human resources and management systems.

The internationalisation of higher education has dramatically developed under the long-range plan. Initially, it was evident that during the 1990s, the essential need was for the country to develop human resources and to improve educational

standards and quality. Building national capacity for strengthening the country and enhancing the country's international competitiveness were the main goals for internationalising higher education (OHEC, 2008). Gradually, from 2001-2010, it seemed that the internationalisation strategy placed more emphasis on the development of human resources and the review of the relationship between Thai higher education institutions and the international institutions especially in neighbouring and regional countries (Komolmas, 2009). For instance, the key internationalisation of higher education area emphasised the review of Thai universities' roles (governance and management systems) and the relationship with the higher education institutions of neighboring countries such as Brunei, Indonesia, Malaysia, Philippines, Singapore, Laos PDR and Myanmar and Cambodia (Komolmas, 2009). It related to a plan for internationalisation of higher education in Thailand which a desire to achieve internationally recognised standards in higher education (Chalapati, 2007). The policies and plans introduced by the government with respect to internationalisation can be seen in Fig 2.3.

Figure 2.3 The Goals of the National Policy for Higher Education 2001-2010

Policy for higher education 2001-2010
1. Produce good quality of graduates and researchers in order to enhance country social and economic development.
2. Produce researchers in order to enhance country social and economic development.
3. Improve international standard recognition for higher education
4. Governance and management system
5. Develop the international and regional co-operation with ASEAN countries

Source: OECD (2000-2008)

It is significant that the content of the internationalisation strategy regarding the governance and management system included the leadership and administration of internationalisation in the university, international research and teaching experiences, support for students to study and carry out research abroad, the internationalisation of curriculum, mobility of students, scholars, researchers and faculty and supporting international student affairs units (Kanjaniyot, 2004).

Leadership and management systems were concerned because it affected the development of internationalisation. It is also argued that a major problem for higher education institutions was the strong and visionary university's leaders (McDade, 1988). The leader and top management plays an important role in creating vision and establishing policies and strategies for the achievement of the university's goals (Davies *et al.*, 2001).

The Thai government identified three key approaches to internationalisation of higher education in response to the challenge of global forces (OECD, 2008b). From the three key approaches to internationalisation, the second fifteen year long range plan on higher education (2008 – 2022) was introduced to improve the quality of the Thai higher education system and produce quality graduates and researchers to enhance the country's social and economic development capable of life-long work and adjustment (OECD, 2008b). The successful implementation and operation of a quality system required a measure of good governance, effective management systems, quality assurance and higher education standards, a world-class university and a regional education hub.

It is claimed that the governance (leadership commitment) and operations (organisational structures system) in respect to internationalisation, play an important role in helping the institution to achieve its goal and aims (Qiang, 2003; Soderqvist, 2002; Kondakci *et al.*, 2006). Operations refer to the management system, namely, establishing organisational structures system, balancing centralisation and decentralisation and management of internationalisation, and allocating financial support and resource systems (Knight, 2004). Knight & De Wit (1999a) also pointed out the importance of organisational management system as it plays a vital role to connect people and provide information in respect to internationalisation (Zolfaghari *et al.*, 2009). In other words, an effective organisation helps co-ordinate activities and people from different faculties or departments, which is essential for the universities to achieve its goals.

In addition, to achieve the ambition of becoming a world class university and a regional education hub, the launch of national research universities project has been implemented by the government. It is believed that the achievement of the project would build the capacity of universities in Thailand to be world-class universities, develop Thailand as a regional education hub and strengthen human resources in research and innovation to increase Thailand's competitiveness at the

international level (Sea-Eu-Net, 2009). The selected nine research universities were all public universities and they were ranked top ten universities in Thailand. Moreover, approximately nine billion baht has been allocated to selected universities. Each university is allocated 100-500 million baht per year for three years (Phetdee, 2009). It seems that this project was quite successful as the number of research publications has been increasing dramatically from those universities which increased rank within ASEAN universities ranking according to the Webometrics Thailand University Ranking July 2012. It is apparent that the plan for a world-class university and a regional education hub were initiated from the ASEAN Community scheme to enhance country competitiveness.

2.6.3 Thailand and the ASEAN Community 2015

Recently, it is apparent that the Thai government pays more attention to the ASEAN Community 2015 because it is among the future scenarios impacting on society as well as the Thai higher education system, and it will reflect on ASEAN countries in social and economic changes (OHEC, 2009). According to ASEAN Community 2015, the plan calls for Thailand and Thai higher education as a lead player in higher education especially in harmonising higher education systems (Ministry of Education, 2009). It is claimed that Thailand and ASEAN could learn from European Union experiences and adapt its good practices to the region especially with a mutual recognition process and student mobility programmes (OHEC, 2009). Thus, the Ministry of Education has announced the policy and strategy plan for the ASEAN Community (Ministry of Education, 2009). Special focus is being placed on developing the ability of competing with other countries in the international arena especially in time for joining the ASEAN Community in 2015 (Ministry of Education, 2009). It has been declared that the education policy for ASEAN Community 2015 aimed to develop the quality of education available to all Thai students, to increase the efficiency of educational administration and enhance

competitiveness (Ministry of Education, 2010). It seems that the impact of the ASEAN Community has caused some changes in the direction of internationalisation of higher education in Thailand. In the past, it is evident that Thai universities focused more on collaboration with Western institutions. Undoubtedly, recently, Thai universities have tended to co-operate with the regional institutions especially in south-east Asian countries, according to the second fifteen year long range plan on higher education (2008 – 2022). For instance the policy focused on the development of Thai graduates to meet international quality and recognised their responsibility as a member of the ASEAN Community and so the strategy required graduates to have additional skills apart from their professional skills such as English and other languages used in ASEAN, and inter-cultural skills (OHEC, 2009).

It seems that the policies and plans for internationalisation formulated by the Office of the Higher Education Commission (OHEC) have provided high priority to upgrade equality of Thai universities and achieve international standards of excellence while upholding their academic freedom and social responsibility (Ministry of Education, 2009). The main goal of internationalisation of higher education in Thailand was to enhance the country in economic, social and cultural development with neighbouring and other countries. The expected outcome for this plan was to develop and strengthen local businesses and community, encourage life-long learning and compete internationally. Accordingly, the government believed that internationalisation could bring benefits to the country such as student mobility and the opportunities for Thai students to learn international culture with respect to the education sector (Office of the National Education Commission, 1998).

2.6.4 Issues Related to Policies and Plans for Higher Education in Thailand

Indeed, higher education in Thailand has been influenced by the political and governmental systems (Fry, 2002, Mounier & Tangchuang, 2010). The policies and

plans of all Thai universities were established government policy controlled. During 2001-2009, it was evident that the political system had the most influence on internationalisation of higher education in Thailand (Nilphan, 2005). The politically unstable system caused the slow-moving development of internationalisation of higher education. Despite it being claimed that the Thai Government had a great deal of international policies and plans for internationalisation, the policies on internationalisation were ambiguous. It was argued that the Thai government had no clear policy and plan for the internationalisation of higher education (Nilphan, 2005; Chalapathi, 2007; World Bank, 2010). For instance, literature on the policy and plan for higher education mainly focused on providing support to development and strengthening of nations, (World Bank, 2010) such as improving the quality of graduates, improving labour skills, developing teachers' skills, and improving management systems rather than emphasising internationalisation strategy. It seemed that even though the Thai government had attempted to develop a higher education system, even the plan to develop lecturers' standard would never be acted on (Purnell, 2010). Moreover, there is a problem with the lack of incorporation between the previous and new governments which causes non-continuity of policy (Vargo, 2000).

Despite this, the Thai Government has a plan to become a centre and hub for international education in south-east Asia, according to the national education reform which is targeted at success for quality of education (OECD, 2008b), however, there is neither a clear policy nor plan. It is only a direction or what the Thai Government issued as a three step plan to become a centre and hub for international education in south-east Asia. They are - (1) to become a higher educational hub for the Greater Mekong sub-region (GMS) within ten years (2007-2016); (2) to become the higher educational hub of ASEAN within twenty years (2007-2026); and (c) to obtain revenues from higher education of not less than 8,000 million Baht within twenty years (2007-2026) (OECD, 2008b). In addition, it is also argued that an obstacle to the internationalisation in Thai higher education has

been the bureaucratic structure system at national and institutional levels (Nilphan, 2005). Moreover, the public universities prevailing were also the major obstacle to achieving the implementation of internationalisation of Thai higher education. This appeared to reflect the goal for internationalisation which was far more difficult to put into practice (Nilphan, 2005).

Recently, with the ASEAN Community 2015, although the Thai government has an ambiguous policy for internationalisation, a number of actions involving internationalisation in relation to the ASEAN Community 2015 have been increasing. Government has initiated many projects to support public universities such as offering funding to nine selected universities to become world-class research institutions. As a result, the top ten universities in Thailand have clear policies and plans for internationalisation as world-class universities, which can be seen on the university websites. For instance, Chulalongkorn University has clear missions and aims to be a world-class university, to serve as the kingdom's source of knowledge; to establish a quick, close-knit and efficient management system and to be a welcoming home for the righteous and competent. Moreover, the strategic plans are written clearly for each aim.

Apparently, Thai Government has an ambiguous policy for internationalisation. However, there is an obstacle to the internationalisation in Thai universities because of the bureaucratic system (Nilphan, 2005). Thus, in order to achieve the goal for internationalisation, Thai Government introduced good governance that allows universities to have the authority to establish their management systems for efficiency of administration, accountability, transparency and responsibility (Sangnapaboworn, 2003; Chalaphati, 2007). It is important to point out that communities of practice theory is regarded as knowledge sharing, co-operation and participation (Lave & Wenger, 1998) which link to the principles of good governance. Communities of practice can help higher education institutions to establish team works and knowledge sharing and development and support work in the organisation (Hart & Wolf, 2006; Ngulube & Mngadi, 2009; Molphy *et*

al.,2007; Clovis *et al* (2010)). Moreover, communities of practices seem to enable universities to obtain the achievement of the organisation's goal and work out the problems therefore, it is interesting to apply communities of practice theory to Thai universities in order to explain management processes for internationalisation in Thai universities.

2.7 Quality Assurance and the World-Class University

Recently, quality assurance and world-class universities have been widely discussed (Huang, 2007; Knight, 2001). Quality assurance has been a key concern for the internationalisation of higher education institutions (Knight, 2003). Interest in quality assurance is dramatically increasing as implicit of the attention to quality in many countries and higher education institutions around the world. Many scholars have been concerned about the standard and quality of education by suggesting an initiative for monitoring education quality (Qiang, 2003; Altbach & Knight, 2007; De Wit, 2009).

The standards and quality of education have been discussed since the new challenges for internationalisation of higher education, with decreased government funding, increased competition, new learning; teaching; research and new forms of collaboration, have reflected the higher education sectors (Knight, 2001:232; Burke & Minassians, 2001). The establishment of evaluation systems has been done in most countries based on regions (Mok, 2005b; Altbach, *et al.*, 2009; Vitale, 2012) which focused on the evidence or outcomes of university's performances in academic disciplines (Vitale, 2012). Not only in Western countries, but quality assurance has also been a concern and has been discussed in the Asia-Pacific region recently. UNESCO and OECD play a vital role in issuing the 'guidelines for quality provision in cross-border higher education', to raise the quality, reliability and recognition of higher education institutions in Asian-Pacific countries (Marginson & van der Wende, 2007; UNESCO, 2009).

A trend towards becoming world-class universities has drawn attention from universities in Asia with the intention of achieving global university ranking (Deem, 2008). Recently, many countries, particularly, developing countries have paid attention to developing their universities to be world class (Huang, 2007). For instance, it appears that internationalisation has put pressure on higher education institutions in China to enhance the education quality and research of staff and students and to establish world-class universities (Huang, 2007).

Quality assurance and a world-class university are related in some points in key performance indicators. It is significant that the ambition and aspiration to build a number of 'world-class' universities in Asian countries are the effects of internationalisation in the quality of higher educational systems (Levin, 2010). A number of indicators of the educational standards and quality are also considered as a key measurement of a world-class university (Hazelkorn, 2008). Thailand is of course also among the countries in the world that have ambitions for world-class universities.

2.8 Education Standard, Quality Assurance and World-Class University in Thai universities

Since the trend towards becoming world-class and internationalised has increased in Thai universities, the educational quality in higher education institutions has been of great concern at national and international levels. It is noticed that becoming a world-class university needs a number of research performances and potential in research area. In fact, it is clearly seen that the elements of internationalisation of higher education are similar to the key characteristics of world-class universities. ONESQA has developed criteria and methods for external evaluation and conducts the evaluation of educational achievements, according to the UNESCO and OECD, to assess the quality of all higher education institutions. Thus the KPIS that are identified by ONESQA are linked with the key characteristics of world-class universities. As a result, internationalisation of

universities in Thailand emphasises standard of education and quality assurance which it is believed to be the way to achieve internationalisation and become a world-class university.

Consequently, the establishment of the Office for National Education Standards and Quality Assessment (ONESQA) was introduced by the government to assess the quality of education in universities. For instance, they are to monitor and review university performance, frameworks and operations of education namely, teaching and learning, curriculum, finance and qualifications was first introduced in 1996 by the Ministry of University Affairs (Fry, 2002; Chalapati, 2007). It aimed to encourage higher education institutions to establish quality assurance systems to maintain the standards in quality teaching and a tool for continuous improvement in all aspects of institutional activities; moreover to determine the public and private universities' responsibility, accountability, and transparency (Kanjapanyakom, 2004). The National Education Act, 1999, Part Six, which covers the standards and quality assurance of the Education Act, requires both internal and external quality assurance systems to be implemented to maintain and improve the academic and educational quality and standards at all levels. The system covers both internal and external quality assurance (Chalapati, 2007). Internal quality assurance is the responsibility of each individual university. External quality assurance is the responsibility of the Office of the National Education Standards and Quality Assessment (ONESQA). The example of key performance indicators for assessment of the quality of university were the numbers of international students, signed MOU partnerships, international publications, international staff (lecturers), exchange students and staff, and academic international activities organised by the university (Office of the National Education Standards and Quality Assessment, 2001). The key criteria of quality assurance and world-class university are identified in Fig 2.4.

Figure 2.4 The Comparison between External Assurance and the Key Characteristics of World-Class Universities

External quality assurance	The key characteristics of world - class universities
1. Quality standard of graduates	1. International reputation for its research
2. Quality standard of research and innovation	2. International reputation for its teaching
3. Quality standard of academic services	3. A number of research stars and world leaders in their fields
4. Quality standard of preservation of art and culture	4. Is recognised outside the world of higher education
5. Quality standard of institutional and staff development	5. Identifies and builds on its research strengths and has a distinctive reputation and focus
6. Quality standard of curriculum, teaching and learning	6. Generates innovative ideas and produces basic and applied research in abundance
7. Quality standard of quality assurance system	

Source: Suwanwela (2009) and Salmi (2009)

It is noticed that ONESQA developed criteria and methods for external evaluation and conducts the evaluation of educational achievements, according to the UNESCO and OECD, to assess the quality of all higher education institutions in Thailand. Thus, the key characteristics of world-class universities seem to benchmark the identification of standard external assurance, mentioned earlier. This reflects the improvement of university performance in teaching, research and

contributes to communities. This is a challenge for Thai universities to achieve the standard level to become world-class universities.

Inevitably, achievement of Thai universities on the global stage will depend on their ability to move towards a state of greater internationalisation. This is explored further in the next section of this chapter.

2.9 Internationalisation of Universities in Thailand

2.9.1 Rationales for Internationalisation in Thai Universities

It is apparent that the main goals for internationalising higher education in Thailand are to strengthen the country economically and enhance international competitiveness (OHEC, 2008). Moreover, in order for Thai universities to compete within the ASEAN region and with others countries in the global market, it is essential for Thai universities to be internationalised institutions (Chalaphati, 2007). There is also a cultural rationale, internationalisation enhances students' abilities to better understand cultural perspectives and international cultures and to be more skilled in intercultural communication (Bjarnason, 2007 and Hayle, 2008, Sangpikul, 2011). The academic rationale includes the development of the international dimension to teaching, improvement of educational quality, including more rounded Thai students. Finally, the internationalisation of campuses helps universitys to prepare graduates for the global job market (De Wit, 2002, Sangpikul, 2011).

2.9.2 Meaning of Internationalisation in Thai Universities

Several Thai authors have attempted to define the term 'internationalisation of higher education'. Kanjananiyot (2004) defined it as

'internationalisation of higher education is one way a country responds to the impact of globalisation yet, at the same time respects the individuality of the nation' (Kanjananiyot, 2004:4).

Another meaning was defined by Kiranandana (2004) who claimed that the internationalised university refers to a university that integrates the creation, collection and dissemination of a body of knowledge. Komolmas (2009) considered internationalisation of higher education to be a commitment to human resource development and international agreements; helping to create a global peace environment and to the promotion of understanding of intercultural and cultural diversity among people in different countries.

2.9.3 University's Ambition for Internationalisation

It appears that the status of the universities in Thailand reflects the development of internationalisation in the universities. Public universities are more likely to have advantages over private universities because of their status, reputation, funding resources and facilitating. Moreover, all public universities are in top 10 ranking which is shown in Fig 2.5 and all Thai universities ranking can be seen in Appendix 6.

Figure 2.5 Thailand Top University Ranking 2012

Thai Rank	World Rank	University	Type of University
1	166	Kasetsart University	Public
2	200	Mahidol University	Public
3	207	Chulalongkorn University	Public
4	230	Chiang Mai University	Public
5	234	Khon Kaen University	Public
6	296	Prince of Songkla University	Public
7	481	King Mongkut's University of Technology Thonburi	Public
8	604	Thammasat University	Public
9	620	Naresuan University	Public
10	693	King Mongkut's Institute of Technology Ladkrabang	Public

Source: Webometrics (2012)

Since there is a huge difference in the extent of internationalisation between top 1 and top 20 ranked universities and over 20 ranked universities in relation to the academic activities that took place in the universities, type of universities are categorised. In order to discuss the extent of internationalisation in Thai universities, type of universities in Thailand is identified in two categories: higher ranked universities and lower ranked universities. Higher ranked universities refer to top 1 to top 20 ranked universities and lower ranked universities are regarded as universities over the 20 ranked universities. Generally, higher ranked universities are seen to have more advantages such as strong leaders, higher status and recognition and financial resources than lower ranked universities.

Higher Ranked Universities

It is significant that higher ranked universities have already engaged with a wide range of international activities. The National Research University project has emerged, after the Ministry of Education launched a project to build capacity of Thai universities to be world-class universities and to develop Thailand as a regional education hub in relation to internationalisation of higher education (Sea-Eu-Net, 2009). Nine public universities with higher ranked universities are selected to be allocated and funded to support this project. Thus, these universities that are committed by the government to achieve their universities' mission and goal for being world-class university and research universities are more advanced in the development of internationalisation.

Lower Ranked Universities

On the other hand, lower ranked universities seem to have less advantages than top universities such as lack of leadership vision and commitment, lack of financial resources and lack of skilled staff. The president's vision and policy for internationalisation are significant important to lower ranked universities to develop the internationalised campus including staff development (Knight, 2004).

It can be concluded that higher-ranked universities are more advanced in the development of internationalisation processes than lower-ranked universities. However, despite the differences which are identified between individual universities, it is considered that the lower-ranked institutions are making progress on the development of campus internationalisation.

2.10 Summary

The chapter presents an overview of higher education in Thailand which discusses the development of internationalisation of higher education in Thailand including education reform, policies, and the quality assurance of world-class universities.

Higher education in Thailand has been influenced by the globalisation and international organisation such as Asia and ASEAN. The development of higher education was initiated by educational reform. It is significant that the aim of the reform was to promote good governance and management of universities and to promote autonomous universities, to strengthen governance of university management and council. This seems to be a great challenge to sustainable higher education institutions in Thailand.

The point often overlooked is how government policy is conveyed to the universities. It is noted that the process of conveying the government policy to the universities is that every university must have a representative senior manager from the Office of Commission on Higher Education as a member in the university council. Since the university council plays a vital role in establishing university policies and plans, the role of a representative senior manager from the Office of Commission on Higher Education is to ensure that government policy is effectively conveyed to the university.

The development of internationalisation of higher education in Thailand appears to have been influenced by the West and ASEAN. At the beginning, internationalisation policy aimed to enhance a globally skilled workforce. However, recently, internationalisation policies in Thailand are influenced by the ASEAN Community 2015. To prepare for this, the key strategy in internationalisation development of Thailand's higher education aims to establish regional cooperation in higher education and develop international collaborative relationship and improve quality measures, to become a world-class university and a centre and education hub. However, a lack of English language skills among Thai people is a main problem in developing internationalisation. Accordingly, the Thai government plays a vital role to provide support to the universities to develop students and staff, particular in proficiency in English language for the ASEAN Community 2015. Quality assurance and being world-class are big issues for higher education in Thailand, to compete with other universities and obtain a high rank.

In addition, the chapter also presents the aspects of internationalisation of universities in Thailand including rationales for internationalisation, meaning of internationalisation and the ambition of internationalisation. In the next chapter, the the internationalisation of higher education and its meaning, and organisational strategies and management for internationalisation are discussed. Also, communities of practice is examined as a theoretical framework for the research.

CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

The purpose of this chapter is to provide the relevant literature on the main themes in this thesis, according to the research question 'How effective are the organisational processes by which universities managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?'. The exploration of literature and concepts are highlighted to answer the research question. Internationalisation of higher education is not new, therefore there are a number of publications on this area, however there are few studies investigating the effectiveness of organisational processes for internationalising campuses in Thailand which have focused on the process of implementation of internationalisation, particularly the government policy at national and institutional level (Nilphan, 2005; Chalapathi, 2007). Others have studied the internationalisation of higher education in Thailand but focused only on the hospitality and tourism higher education (Sangpikul 2009). As a result, the organisational process of internationalisation of higher education is dominant in this research, which focuses on the organisational processes for internationalisation. The author decided to adapt the concept of communities of practice to examine the effectiveness of organisation for the internationalisation of higher education. Consequently the chapter brings up the two key themes on which the thesis is focused; internationalisation of higher education and organisational strategies.

The second section explores the overview meaning of internationalisation of higher education, from various authors. It discusses the key meaning of internationalisation, followed by the third section, a rationale for internationalisation. The fourth section discusses the distinctions of meaning of internationalisation between Europe, Asia and Thailand. The fifth section provides the background of management processes of internationalisation. The section begins with the

introduction of the approach to internationalisation of higher education, process approach (organisation strategies), philosophical aspects and existing studies of process approach to internationalisation of higher education. The sixth section discusses previous and existing studies on internationalisation of higher education and its management processes. The seventh section discusses the need for organisational process for internationalisation of higher education. The last section reviews the obstacles for internationalisation.

3.2 Working Definition of Internationalisation of Higher Education

3.2.1 Background

Internationalisation of higher education is not a new phenomenon. The development of internationalisation over more than 30 years has driven the need to identify its meaning in higher education, and this has been of interest to a number of scholars (Van der Wende, 1997; De Wit, 2002; Knight, 2004). Internationalisation had been developing in politics and government for over a decade and it gained attention from higher education institutions (Knight, 2004). However, the term internationalisation has been defined by the people from their purpose of use. Knight stated that:

'Internationalisation is interpreted and used in different ways in different countries and by different stakeholders' (Knight, 2004: 6).

Internationalisation has become an issue of terms in higher education organisations for several scholars over the past few years (Soderqvist, 2002; Kondakci, *et al.*, 2006). The literature on the internationalisation of higher education was developed in narrow aspects, in the framework of student and staff mobility (Nilphan, 2005). Later, the meaning of internationalisation dramatically developed in policies, strategies and international activities (Van der Wende, 1997-2007), and this seems to have brought confusion for the meaning of

internationalisation of higher education (Huang, 2007). As a result, it is essential to discuss this meaning to provide clear understanding.

Many scholars have defined the term of internationalisation of higher education, and this has resulted in a variety in meanings from various people and institutions (Van der Wende & Huisman, 2003; De Wit, 2002; Knight 2004; Altbach & Knight 2007; UNESCO 2005; Altbach *et al.* 2009). The meaning of internationalisation has been described in various ways, and it seems that different countries or different institutions within a country may hold a common interpretation or definition of internationalisation, which depends on how they implement internationalisation in priority, culture, history, politics, and resources (Knight, 2004). In other words, since each country has its own political, economic, and socio-cultural environment, different interpretations are discussed from the different viewpoints of national regulations and processes.

The term internationalisation is regarded as the international content of dynamic processes, such as multicultural education, teaching, research, policies, procedures, academic mobility, and the international dimension of the experience of higher education institutions (De Wit, 2002; Knight, 2004). However, a number of scholars have argued that the concept of internationalisation of higher education is concrete (Van Dijk, 1995, Teichler, 2004; Soderqvist, 2002). Different scholars have provided definitions of internationalisation with different meanings (Arum and Van de Water, 1992; Knight and De Wit, 1995; Teichler, 2004; Knight, 2004; Mok, 2006; Huang, 2007; Van der Wende, 2007). According to Delgado-Márquez, *et al.*, (2011), the definitions from these scholars could be summarised into three categories; (1) focus on promoting international higher education activities such as an international curriculum, student, scholar and faculty mobility, international student recruitment, and develop skills and knowledge of students to work globally (2) focus on the process including policies and procedures and international activities and (3) focus on the establishment of understanding of cross-cultural and

international perspectives (Delgado-Márquez, *et al*, 2011) which can be seen in Fig. 3.1.

The meaning that focuses on the process refers to the process of educational change to international education system that emerges in higher education institutions (Van der Wende,1997; Knight ,2003-2008; Altbach *et al* ,2009). For policies, it is regarded as the role of the government and higher education institution to initiate and introduce a policy and institutional international strategy for internationalisation of higher education institutions (Arum and van de Water,1992; Van der Wende,1997; Nilphan, 2005; Ayoubi and Masoud, 2007). Procedure refers to the operational system that supports the internationalisation of higher education, including organisational strategies for internationalisation, namely, establishing organisational structures and student support services (Teichler ,2004; Wächter ,2004; Kondakci, *et al*,2006). International academic activities are defined as the cross cultural learning and international activities that take place in the institutions, for example internationalised curricula,international student programs, intercultural education, multicultural education, student and staff exchange, students and scholars mobility, research collaboration and international cooperation (Back *et al*., 1996; Van der Wende ,1997; De Wit ,2002; Yang ,2002); Kanjananiyot ,2004; Elkin *et al*, 2005; UNESCO ,2005). In addition, a few authors claimed that internationalisation developed and established the understanding of multicultural education and learning which focused on person learning and international perspectives (Lasonen (2010) and it helped staff and students to develop intercultural skills and cross-cultural understanding (De Wit,2010).

Figure 3.1 Meaning of Internationalisation in Higher Education

Meaning of internationalisation	Authors
International higher education activities - internationalised curricula, international cooperation, student and staff exchange, students and scholars mobility, international cooperation - international student programs; the internationalisation of teaching	<ul style="list-style-type: none"> • Back et al (1996) • Van der Wende (1997-2007) • Burn (2002) • De Wit (2002) • Yang (2002) • Kanjananiyot (2004) • Elkin <i>et. al</i> (2005) • UNESCO (2005) • Mok (2007) • Jordan (2008) • Pradeepkumar and Behr (2009) • Sangpikul (2009) • Delgado-Márquez, <i>et al.</i> (2011) •
Process/Policies/Procedures -process of educational change to the international education system which increases the international cooperation -policy and institutional international strategy -an organisation strategy for internationalisation - international student support services.	<ul style="list-style-type: none"> • Arum and van de Water (1992) • Van der Wende (1997-2003) • Huang (2003) • Knight (2003-2008) • Nilphan (2005) • Soderqvist (2002) • Kiranandana (2004) • Teichler (2004) • Wächter (2004) • De Wit (2005) • Kondakci, <i>et al.</i> (2006) • Ayoubi and Masoud (2007) • Toyoshima (2007) • Altbach <i>et al.</i> (2009) • Komolmas (2009) • Yonezawa (2009) • De Wit (2010) • Shijing (2010) •
Cross-culture and international perspectives - intercultural education - multicultural education.	<ul style="list-style-type: none"> • Stir (2006) • Bennett and Salonen (2007) • Crichton and Scarino (2007) • (Lasonen (2010)

Source: Author

3.2.2 Key Meaning of Internationalisation of Higher Education

According to the objectives of this thesis, that is to explore the meaning of the concept of internationalisation as experienced by staff in universities in Thailand, there are two keys meaning proposed by Elkin *et al.*, (2005) and Knight (2008a)

adapted into this research. The dimension model of internationalisation of higher education proposed by Elkin *et. al* (2005) is adapted to this thesis as it provides a model of determining internationalisation. Elkin and his colleagues (2005) examined the meaning of internationalisation, using a model based on a number of different dimensions in the university activities, which is shown in Fig. 3.2 (Elkin *et al.*, 2005). The model of internationalisation was developed by conducting the literature search concerning the meaning of internationalisation and interviewing with academic and non-academic university staff who were involved in internationalisation at the University of Otago, New Zealand, and the illustration of a model of natural internationalised universities were shown as their result findings. It is argued that Elkin's eleven dimension model of internationalisation allows a university to test what internationalisation means for staff and how effective the internationalisation of the university is (Mok, 2007).

The model of eleven dimensions of internationalisation proposed by Elkin *et al.*, (2005) appears to provide the variety of international dimension of internationalisation of higher education which covers all the international academic activities. Elkin *et al* (2005) employed quantitative research using questionnaire surveys in the study in order to obtain large amounts of information which provide an overview of research findings (O'Leary, 2005). The model of eleven dimensions relate to the purpose of the thesis in relations to the understanding of the meaning of internationalisation by university staff, as it helps policy makers to develop the effective policies and plan for internationalisation (Knight, 2004). Consequently, to examine the understanding of meaning of internationalisation by university staff, this model contributes to the framework for research methodology in this existing thesis as it helps to develop the questionnaire survey and interview schedule using for data collection. In addition, the model allows the researcher to identify the extent to which of internationalisation in the universities by using these factors to examine it.

Figure 3.2 List of Elkin's 11 Dimension Model

1.internationally focused programmes of study
2.international institutional links
3.student exchange programmes
4.internationally recognised research activity
5.international research collaboration
6.staff interaction in international context
7.support for international students
8.attendance to international conferences
9.postgraduate international students
10.undergraduate international students
11.staff exchanges programmes

Source: Elkin *et al.* (2005)

The eleven dimension model benefits the researcher to examine the meaning of internationalisation of higher education by staff. However, it seems that Elkin et al, developed the model focusing on the international activities rather than emphasising the process of internationalisation of higher education, as a result, this research also adopts other key meaning of internationalisation, developed by Knight (2008a) in which it provides a clear term of the process of internationalisation .

Several scholars (Crichton *et al*, 2004; Mok; 2007; Teichler, 2009; Chan & Dimmock, 2008; Marginson, 2006; Altbach, *et al*, 2009) agreed that the most

common definition used for 'internationalisation in higher education' was developed by Jane Knight from 1995-2008.

In the beginning, Knight described internationalisation more widely as the reflection of various cross-border delivery of education and education providers. Thus, internationalisation was defined as the concept of integrating international, intercultural and global dimension into purpose that include institution functions (Knight ,2004). De Wit (2005) claimed that this definition provided the integrating aspects of internationalisation e.g. the curriculum and teaching process; mobility of students and academic staff, staff development, research collaboration, and cross-border delivery of education (De Wit ,2005). The terms were heavily used in international studies, international curriculum, multicultural, academic mobility such as student, staff and faculty exchange. Moreover, it was related to education across borders and the cross-border delivery of education involved in international trade in educational services. However, Elkin *et al*, (2005) argued that this definition should be developed more in global aspects, ethical sensitivity, useful knowledge, skills and attitudes for the international trade.

It seems that Knight attempted to focus on the international content of dynamic process such as multicultural education, teaching, research, policies, procedures, academic mobility and the international dimension of the experience of higher education institutions and moreover, she also suggested several factors that build a multicultural environment, nurture student competencies in the university, and enhance the international dimension of the experience of higher education institutions (Knight ,2004). Later, Knight proposed a new updated definition to acknowledge the relationship and integrity between national and institutional level (Knight, 2008a). She defined it as:

'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels.' (Knight, 2008a:21).

The development of the definition of internationalisation by Knight has significantly introduced it at home and with cross-border education or internationalisation abroad. Internationalisation at home includes activities concerning the development of intercultural skills and international understanding, to help students to meet the global challenge (De Wit, 2010). Internationalisation abroad refers to the education across borders, for example, student and staff exchange, faculty exchange, research collaboration (De Wit, 2010). The definition provides a wide range of international generic covering all aspects involved in internationalisation namely, global dimension, functions of the university and delivery methods. It appears that this definition can be applied not only at institutional level but also national level because at national level, government plays an vital role in influencing policies and international dimension which affected institutional level (Knight ,2004; De Wit ,2005). Therefore, it can be seen that both national (government) and institutional (universities) level should play a vital role in developing internationalisation of higher education (Knight, 2008a; De Wit, 2010).

The concept of internationalisation of higher education proposed by Knight (2008a) contributes to this thesis as it initiatives knowledge of the studies area. It provides a theoretical understanding of the process of internationalisation, a rationale for internationalisation and the approach to internationalisation of higher education which is discussed later in this chapter. Therefore, it is appropriate to adapt this concept in this thesis.

The two keys meaning of internationalisation of higher education by Elkin *et al.* (2005) and Knight (2008a) are adopted into this research as a conceptual framework to develop a questionnaire and interview schedule to examine the understanding of meaning of internationalisation as experienced by staff in Thai universities.

To provide a clear definition of internationalisation of higher education, it is essential to identify its rationales, to discover why universities are internationalising

higher education and the explanation of 'why internationalisation of higher education has been developed at institutions?' In addition, four categories of rationale for internationalisation at national and institutional level are discussed in the next section.

3.3 Rationales for Internationalisation

Rationales underlying the internationalisation as it described the reason why higher education involves in internationalisation (De Wit, 2000). Burn (2002) argued that international activities such as study abroad, student exchanges, integrating education and work experience were among the key important reasons for internationalisation (Burn, 2002). These rationales can be adopted at national and institutional level and the content can be adapted depend upon the circumstances (De Wit, 2002, Knight, 2004). However, in general, the rationale for internationalisation can be classified into four categories: political, economic, social and cultural, and academic as imperative according to Knight (2004).

The political rationales seem to be dominant, as it involves national security; peace and mutual understanding and foreign policy, including students, scholars and faculty mobility and international education policy; therefore political rationales for internationalisation such as foreign policy and national security have been outlined dominantly in most countries across the world because it engaged in international collaboration (Kondakci *et al*, 2006; De Wit, 2010). Economic rationale seem to be in the second range of importance because enhance dynamic global higher education context by changing patterns of international student recruitment and diversification of delivery mode, and the countries competitiveness (Knight & De Wit, 1995; Jones & Woodfield, 2008). Moreover, it helps countries with the development of labour and workforces who have skills and knowledge to work globally (Callan, 2000; De Wit, 2002; Tiechler, 2004).

Social and cultural rationales seem to emphasise on learning multiculture in order to understand global society. The establishment of intercultural competency and understanding for staff, student and faculty and an academic knowledge in international environment are important for higher education institution internationalisation as to enhance and develop intercultural awareness. (Bjarnason, 2007). For academic rationales, there are a number of academic activities involved, including the establishing and developing of international and intercultural dimensions in teaching, research, services, and improvement of educational quality (De Wit, 2002). In addition, internationalisation helps the university in teaching and research with international standards (Kondakci *et al*, 2006) and it increases student and faculty international knowledge capacity and production, strengthens research and knowledge capacity and production, creates international profile and reputation, and diversifies source of faculty and students (Bjarnason, 2007).

In addition, recently, human resource development, strategic alliance, commercial trade, national building and social/cultural development have been major concerns of the important rationales for internationalisation because of the need for the country to develop its human resource to compete at a national level and for the international branding and profile, income generation, students and staff development, strategic alliances and knowledge production at institutional level (Knight, 2004; De Wit, 2010)

It is apparent that rationales for internationalisation have gradually changed over the past decade. Political rationales were concerned at first because it attempted to develop and improve people; foreign policy; peace and mutual understanding (Knight & De Wit, 1995; Callan, 2000). Economics rationales were later determined as international competitiveness; labour market and financial incentives. Labour market, according to economic rationale involves academic rationale because

higher education institutions produce graduates with academic qualification which are internationally competitive (Knight, 1999; De Wit, 2002; Qiang, 2003). Consequently, academic rationale was considered as an important rationale because it played a vital role in developing an intellectual qualifications and improvement of educational quality (Knight & De Wit, 1995). Social and cultural rationales were regarded as the mobility of student and staff and enhancement of cross-cultural dimension (Callan, 2000; De Wit, 2002). From several studies, it could be concluded that rationales for internationalisation aim at developing and strengthening people in countries for international competitiveness. However, different motivations or interactions depend upon the countries or institutions' mission and aims in guiding the internationalisation process, therefore, different countries and different regions have different rationales depends on their dominance (Knight, 2004; De Wit, 2010).

3.4 Organisational Processes for Internationalisation of Higher Education

This thesis focuses particularly on the appropriateness of organisational processes for internationalisation, so it is essential to examine the model of approaches to internationalisation.

3.4.1 Approaches to Internationalisation

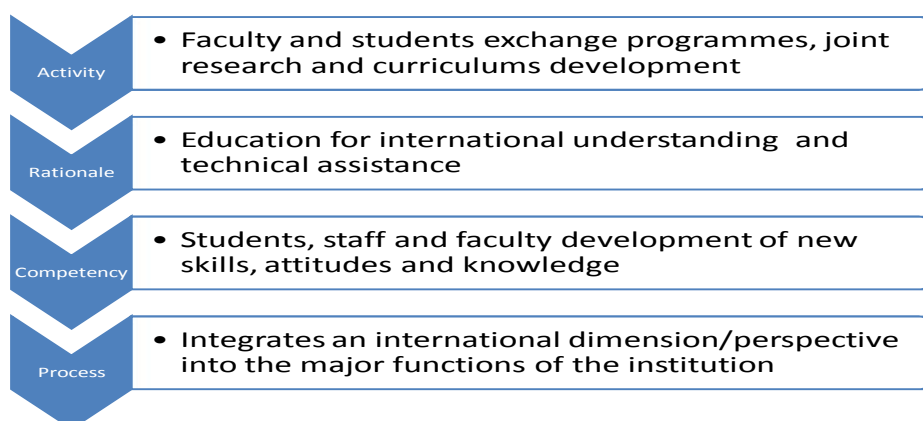
The approaches to internationalisation influence the implementation of internationalisation process which influences different countries or institutions embracing different approaches to represent the process of internationalisation (Knight , 2004).

Knight (2004) stated that:

'An approach to internationalisation reflects or characterises the values, priorities, and actions that are exhibited during the work toward implementing internationalisation' (Knight, 2004:18).

De Wit (2002) claimed that different countries have different rationales depend on its policies and approaches (De Wit , 2002). Some scholars have attempted to illustrate the approaches to internationalisation (De Wit, 2002; Qiang, 2003; Knight, 2004). The four major approaches to internationalisation of higher education can be identified as activity, rationales, competency and process (De Wit, 2002) as shown in Diagram One. The activity approach is regarded as university activities that involve international dimensions such as staff and students exchange programmes, research collaboration and curricula development which further evolved the process approach to internationalisation (Arum & Van de Water, 1992). Rationale approach refers to the understanding of international education and technical services. Students, staff and faculty development of new skills, attitudes and knowledge is part of competency approach (Qiang, 2003). Recently, competencies mainly focus on the curriculum and teaching and learning process of internationalisation (De Wit, 2010). The process approach is regarded as the integration of international dimensions and perspective into the major functions of the institution internationalisation (Knight and De Wit ,1999).

Figure 3.3 Four Major Approaches to Internationalisation of Higher Education



Sources: De Wit (2002)

Several authors also proposed a similar idea with this typology of approaches (Van De Wende *et al*, 1998; Qiang, 2003; Teichler ,2004; Knight; 2004). Knight and De Wit (1999) claimed that the most important approach to develop internationalisation of higher education is the process approach which includes organisational strategies, policies and procedures. The approaches to internationalisation have recently focused on the practice which involves in and between countries (Teichler ,2004; Knight; 2004). As a result, process approach such as organisational strategies policies, strategic plans, goal for internationalisation and establish organisational structures system have become more dominant factors in the discussion on internationalisation of higher education (De Wit, 2010).

3.4.2 Process Approach - Strategies for Internationalisation of Higher Education

According to Knight (2004), strategies for internationalisation of universities involve the process approach, which can be identified as policies, programmes and organisational strategies (Knight, 2004). In terms of policies, a few scholars have

stated that policies that involve international dimensions of education should be clarified as mission, vision, policies (Knight and De Wit, 1999; Van der Wende, 2001b, Qiang, 2003). For programme strategies, it is claimed that academic activities and services at institutional level refer to programmes strategies namely, student exchange programmes, international curriculum, Joint research projects and international conferences (Yang, 2002; Knight, 2004; Schapper and Mayson, 2007). Organisational strategies refer to those arrangements that help institutions to develop policies and administrative system, particular in the organisation for internationalisation namely, policies, strategic plans, goal for internationalisation, establish organisational structures system decentralised organisation, financial support and resource allocation (Soderqvist, 2002; Vapa-Tankosic & Cari , 2009). However, in this thesis, strategies for internationalisation of universities are regarded as the organisational strategies in operational systems, investigating the organisational processes of internationalised universities.

The emphasis of this research is on the organisation strategies involved with the operations that facilitate the international dimension of higher education institutions (Knight, 2004). According to Knight (2004) the model of organisation strategies is a cycle flow that supports universities to shift forward the university's process to internationalisation. It is important to point out that the 'governance' (leadership commitment) and 'operations' (organisational structures system) in respect with internationalisation play an important role in helping the institution to achieve its goal and aims (Qiang, 2003; Soderqvist, 2002; Kondakci *et al*, 2006). Thus it seems that these two key factors ('governance' and 'operations') are predominant to approach internationalisation. Operations refer to the management system namely, establishing organisational structures system, balancing centralisation and decentralisation and management of internationalisation, and allocating financial support and resource systems (Knight, 2004). Knight and De Wit (1999) also pointed out the importance of organisational management system as it played a

vital role to connect people and provide information in respect to internationalisation (Zolfaghari *et al.*, 2009). In other words, an effective organisation helped co-ordinate activities and people from different faculties or departments which is essential for the universities to achieve its goals. An example of policies, strategies and programmes are provided in Fig 3.5.

Figure 3.4 Organisation Strategies for Internationalisation

Level	Organisation strategies
Institutional	<p>Governance: policies, strategic plans, goal for internationalisation commitment by university leaders Active involvement of faculty and staff</p> <p>Operations: establish organisational structures system decentralised organisation financial support and resource allocation</p> <p>Service: student support services involvement of academic support units i.e., library, teaching and learning, international facilities</p> <p>Human resources: faculty and staff professional development</p>

Sources: Knight (2004)

The thesis adapts the process approach to internationalisation proposed by Knight (2004) as the model for internationalisation of universities to acknowledge the organisation strategies that influence the operational systems in the through their

policies on internationalisation. In addition, the model emphasises a clear structure of the organisation strategy perspectives that can be applied to departments and universities. To investigate the effectiveness of the organisational processes for internationalisation of higher education, the thesis adopted concept of communities of practices to evaluate the organisational processes which will be discussed in the next chapter.

3.5 Previous Studies on Internationalisation of Higher Education

A number of earlier studies on internationalisation of higher education examined various ways according to the meaning of internationalisation proposed by Knight (2004) which emphasised the process of integrating international dimensions into the purpose of universities (Knight, 2004), and provided the notion that could be used to develop internationalisation of higher education institutions (Knight, 2004), playing an important role to embrace other definition of internationalisation. There are a number of literatures on the process of internationalisation of higher education (Van der Wende, 1997; De Wit, 2010), policies and strategies at national and institutional level (De Wit, 1995; Nilphan, 2005; Teichler, 2009), intercultural dimension including cross cultural education and learning (Crichton, 2007; Bennett and Salonen, 2007), and little emphasis on international curriculum (Chalapathi, 2007; Leask, 2009; Sangpikul, 2009).

Van der Wende (1997) and Kishun (2007) attempted to examine the process of internationalisation by looking at the national policies and internationalisation of higher education globally, and this thesis argues that they did not discuss or mention all the processes of internationalisation. Moreover, they focused on university level policy making, neglecting some dominant organisational processes in the existing practices of particular departments or organisations. Chalapathi (2007), Leask (2009), and Sangpikul (2009) examined internationalisation by focusing on intellectual aspects, such as international curriculum. This existing

thesis argues that Chalapathi (2007), Leask (2009), Sangpikul (2009) only discussed the particular area of studies e.g. international curriculum, and were insufficient on more detail in the understanding of internationalisation by university staff.

De Wit (1995), Ayoubi & Masoud (2007) and Ender (2004) investigated the policies and strategies processes for internationalisation in higher education at institutional level focusing widely in the strategic content such as vision and mission statement, corporate strategy and strategic plan, however, it is the contention of this existing thesis that it did not discuss the in-detail action plan for a particular organisation or department for internationalisation. Although, Green & Schoenberg (2006) attempted to include an investigation of internationalisation describing an action plan in faculty and departments to enhance internationalisation within the discipline which neglected to discuss the departmental or organisational processes for internationalisation.

In organisational process for internationalisation in higher education, a number of scholars investigated the adaptation of a process of organisational innovation and changes (Ellingboe, 1998; Sporn 1999; Soderqvist, 2002; Kondakci, *et al.*, 2006). It is claimed that the organisational adaptation and the development provide the successful implementation and understanding of the process of internationalisation of higher education (Ellingboe, 1998; Sporn 1999). For example, Peterson and Spencer (1990) studied the internationalisation of organisational culture which emphasised the importance of relationship between organisational change and innovation, and it merely discussed the impact on the effectiveness of organisation culture for internationalisation, focusing only on the association between organisational culture and change which reflect the successful internationalisation organisation.

There are a number of scholars who studied the management process of internationalisation of higher education in different countries (Peterson and Spencer, 1990; Soderqvist, 2002; Bartell, 2003; Kondakci *et al.*, 2006). The problem of management process were examined in organisational change to internationalisation of higher education institutions (Soderqvist, 2002). Also university culture (Bartell, 2003) and managerial system were investigated (Kondakci *et al.*, 2006) in the process of internationalisation implementation. It is important to point out the these scholars focused on organisational culture influenced the development of higher education institutions (Rhoads & Tierney, 1992), an institutional change process (Kezar and Eckel, 2002) in which Bartell (2003) argued that the organisational culture reflected the development of an effective change process for internationalising of universities (Bartell, 2003). Indeed, these scholars seemed to emphasise only on the university culture, which is limited in this thesis.

Soderqvist (2002) pointed out that internationalisation based on the management change in the dynamics of educational change at higher education such as the educational setting, the environment, the innovation itself and the change strategy. Soderqvist (2002) claimed that internationalisation should emphasise on the holistic management system and the management change process, particularly the change of middle management process for the higher education, to develop internationalisation in the university. It is argued by Soderqvist (2002) that it is an important aspect for developing internationalisation of higher education institutions which focused on the organisation change processes, the leadership and middle management of internationalisation. He claimed that to have an effective internationalised campus, it is essential for leadership and middle management to express a clear idea on a policy or plan. Despite this work examining the management process which related to the existing thesis, it did not investigate the operational systems, the action and practice of organisational processes for internationalisation.

Peterson & Spencer (1990) and Bartell (2003) studied the process of internationalisation in relation to the organisational culture to develop a framework to explain the process of internationalisation of universities, and it merely focused on the orientation of the university culture to explain the extent of the functional structure and the strategies to attain the level of internationalisation desired. Bartell (2003) regarded internationalisation as an organisational adaptation that the leadership should express a clear idea on, as a policy or plan (Bartell, 2003). Bartell (2003) claimed that strong culture university or university that has a strength strategic management and orientation intends to adapt to environmental changes, as a result, the university is likely to attain the internationalisation level, over a weak culture university or university that has less engagement with strategic and managerial actions tending not to adapt to environmental changes; an organisational change plays an important role to support a successful organisational management (Bartell, 2003). It is argued by this thesis that these works only narrowly discussed and emphasised organisational culture and change through the process of internationalisation, and did not examine the meaning and motivation of internationalisation or evaluated the effectiveness of the organisational processes.

Kondakci *et al.*, (2006) argued that internationalisation involving the managerial issue should emphasise the strategic transformation and transaction of higher education institutions such as the structural-functional domains of the organisation, as an organisational change process. In other words, they determined that the managerial system including functional and structural organisation as well as the organisational change process which underpinned the development of international dimension through the function of higher education institutions, important for successful internationalisation implementation. These scholars examined the implementation of internationalisation in relation to the efficient and effective leadership and management of higher education institution internationalisation. Their works merely focused on the management roles at the institution level, to

explain the relationship between implication of management strategies and the influenced activities for implementing internationalisation.

Pastrana (2007) claimed that the integration strategy such as vision, mission, strategic goals, operational objectives and Key Performance Indicators were the elements for successful internationalising of the quality management system. This work only focused on the process of achieving quality management systems by adopting the element of strategies and it did not mention the understanding of the meaning of internationalisation in universities. Despite, Zolfaghari *et al.*, (2008) examined the process of higher education internationalisation particular universities in developing countries, particularly the improvement of the duties and the role of universities including the importance of initiating the particular department or organisation to support internationalisation process; it only discussed general aspect of universities' role in the context.

There are a limited number of studies on internationalisation of higher education in Thailand (Nakornthap & Srisa-an ,1996 ; Nilphan, 2005; Kanjananiyot ,2004; Chalapathi, 2007; Sangpikul, 2011). Nakornthap & Srisa-an (1996) studied internationalisation with the definition of internationalisation of higher education by Knight (1997) and Nakornthap & Srisa-an (1996) examined the process of integrating international dimensions in a general context and they did not emphasise any particular area, and did not examine the organisational strategies for internationalisation. Nilphan (2005) studied the process of implementation of internationalisation, particularly the government policy at national and institutional level. Nilphan examined the implementation of the policy of internationalising higher education in Thailand using two case studies reflecting the two primary functions of universities; teaching and research. She argued that there is a need to implement successful internationalisation and reform its structure and social values in order to success in global market forces. The work of Nilphan focused on the policy rather than examining the organisational process. Another study on the

policy, Chalapathi (2007) examined the English-medium business graduate programmes for internationalisation. She argued that policy for internationalisation is needed for approaching internationalisation in Thailand for the country to have a more effective response to the challenges of a globalising world. The work of Chalapathi (2007) differed from this thesis because she emphasised the programme strategies (English-medium programmes) rather than operational strategies. Although Sangpikul (2009) attempted to discuss internationalisation of higher education, he focused only on the hospitality and tourism higher education in Thailand. He emphasised the academic issue which differs from those studied mentioned above that focused on the policy issues. Sangpikul claimed that the university has to decide its own way of appropriate adoption of the key elements to the internationalisation of higher education which depends on university policies, objectives, and availability of resources. The limitation of Sangpikul (2009) was that he examined in academic perspectives and only covered in hospitality and tourism higher education. Moreover he discussed the internationalisation in the context which particularly emphasises academic issues.

It can be seen that the literature on internationalisation merely emphasised on process, particularly on policies and strategies at a national level with a few studies at institutional level, curriculum-oriented, exchange activities in education and research, the rationale for internationalisation, the management processes, organisational culture and the transformational change for process of internationalisation; which slightly or not discuss the organisational process for internationalisation of higher education. The existing arguments have emphasised the broadly international dimension but not particular problems in the governance and managements (Nilphan, 2005). Despite this, the international dimension in higher education has received great attention from many universities for the development area but the problem of the implementation of internationalisation was not sorted out (Soderqvist, 2002). It seems that most scholars have attempted to determine the management process rather than examining particularly to the

department function. Furthermore, this research was done in Europe countries. Although there has been research in internationalisation of higher education in Asia (Yang, 2002; Mok, 2006; Huang, 2007; Toyoshima, 2007;), most studies have heavily focused on the process of development of internationalisation of higher education. They did not emphasise on the operational systems.

The gaps in the literature present a number of limitations: (1) lack of studies that examine understanding of internationalisation of higher education by university staff; (2) not many studies on the faculty or department practice for internationalisation; (3) no studies on the particular department responsible for internationalisation and (4) lack of studies investigating the effectiveness of organisational processes for internationalisation. Consequently, this became the dominant reasons for this thesis to explore and examine the internationalisation of higher education in Thai universities. It is an inspiration and motivation of this thesis to recover this neglects by investigation of organisational processes for internationalisation

Since there are a number of important reasons for investigating effectiveness of organisational processes for internationalisation, the next section discusses how essential it is for this thesis to investigate organisational process for internationalisation of higher education.

3.6 The Need for Organisational Processes for Internationalisation of Higher Education

Earlier sections have brought the overview of internationalisation in higher education in general from various scholars' aspects that put emphasis on the student, staff and faculty mobility, and international curriculum, policies and strategies (Van der Wende, 2003; De Wit, 2002; UNESCO 2005; Knight, 2008a)

which has a limitation in focusing on the management process of internationalisation of higher education (Wachter, 1999; Soderqvist, 2002; Kondakci, *et al.*, 2006). Despite there being a number of earlier studies concentrated on various dimensions of internationalisation, organisational process seemed rarely to gain attention from them. From previous studies, it has brought the understanding of internationalisation according to their aspects which has rarely focused on the process of internationalisation of higher education (Dewey and Duff, 2009; Jowi, 2009;). It is argued that a shared understanding of meaning of internationalisation plays a vital role in managing the process of internationalisation of higher education (Soderqvist, 2002; Bartell, 2003; Vapa-Tankosic & Cari , 2009) and moreover, the development of management practice in the higher education institution is essential, to gain the effective organisations (Vapa-Tankosic and Cari , 2009) as Vapa-Tankosic & Cari , 2009 stated:

‘On the way of reshaping internal higher education structure the internalisation should be embedded in the culture, policy, planning and organisational process of the institutions.’ (Vapa-Tankosic & Cari , 2009:1)

Apparently, the above studies from various authors including Thai scholars differ from the purpose of this thesis. Most scholars were mainly interested in the organisation change and organisational culture (Goodwin, 1991; Ellingboe, 1998; Sporn 1999; Bartell, 2003; Wächter , 2004; De Wit, 2012) , particularly most scholars in Asian countries tended to consider internationalisation in terms of implementation process and international activities rather than the process of management (Yang, 2002; Huang, 2003 ; Wächter , 2004; Mok, 2006; Toyoshima, 2007, De Wit, 2012). Moreover, they did not examine the operational organisation strategies that are part of the problem of internationalisation of higher education process.

The difference between this research and the previous studies is that this research approaches the organisation strategies at the institution level, particularly in the international office and department. Despite literature on internationalisation being much developed and concerned, the evaluation of organisational processes has rarely been studied. It is essential for higher education institutions to consider the organisational processes in internationalisation and the programme issues and organisational elements, such as government policies and procedures for internationalisation because it involves social and cultural roles of higher education and the structure of the higher education system (Wachter *et al*, 1999; Soderqvist, 2002; Qiang,2003; Enders,2004; Konkci *et al.*, 2006). Consequently, this research will fill the gaps from the previous studies by investigating organisational processes which facilitate the change to more internationalised campuses in Thai universities. In order to fulfil the research questions and objectives of this research, the organisational processes in Thai universities are investigated. The original contribution of this thesis is the first examination of the effective of particular departments by adopting theory of communities of practice and exploring the understanding of the definition of internationalisation of higher education by university staff.

The review of definitions of internationalisation by scholars describing the variety of defining internationalisation provides some difficulty and complexity to approach the internationalisation. However, there are a number of obstacles that universities and policy makers confront in the challenge to adopt the internationalisation strategy into the organisation namely, organisational obstacles, organisational attitudes and behaviour from teaching staff and administrators to co-operating adequately and sufficiently (Stier, 2002). This is discussed in the next section.

3.7 Obstacles to Internationalisation

This section reviews the barriers and obstacles issues that occurred during the process of implementing internationalisation of higher education on national and institutional levels conducting by An IAU Global Survey Report (Knight, 2006; Egron- Polak &Hudson, 2010; Beelen, 2011) which is shown in Fig. 3.5.

Figure 3.5 List of Obstacle to the Internationalisation of Higher Education

Obstacles
1.Administrative inertia and bureaucratic difficulty
2.Lack of policies/strategy and procedures to guide the process
3.Limited institutional leadership and vision
4.Little recognition or interest in internationalisation by senior leader
5.Limited experience expertise of staff to implement internationalisation plan
6.Lack of organisational structure or office responsible for internationalisation

Sources: Knight (2006) and Egron- Polak and Hudson (2010)

Administrative inertia and bureaucratic difficulty, and lack of policies/strategy ,procedures to guide the process and limited institutional leadership and vision, are among the top obstacles that address the significant issues to be concerned. The administrative inertia including insufficient financial resources is the main obstacle for most universities worldwide. Undeniably, without funding, it is difficult to develop internationalisation. Leadership is among the most important factor because leader

and policy makers play a vital role to create and develop policy for internationalisation which guides the process of internationalisation including establishing an office for internationalisation. For instance, despite, lack of explicit and clear policies and strategies for internationalisation at the national and the institutional level are reported, but a bureaucratic system with the strong power of leadership (the president and dean) appears to be a positive situation for internationalisation. This means although the university is lack of policy for internationalisation, if it has a strong leadership, it is likely to achieve the goal for internationalisation. Apart from the leadership, lack of organisational structure or office responsible for internationalisation is among the obstacles for internationalisation because it helps university to co-ordinate and collaborate between international institutions and university. Therefore. It is necessary to establish the internal institutional authority of the internationalisation office in the universities, to which the president and the university board committees should consider it as priority (Van Damm, 2001).

3.8 Trends for internationalisation of Universities Globally

In a global era, a change of higher education structure and the emergence of new modern university have been influenced by the impact of globalisation. This causes higher education a challenge to expand their functions and roles to serve the country to produce graduates to work in local and global markets (Altbach and Knight, 2007). An increasing demand for higher education effects change to a new role of higher education to focus on conveying international knowledge, skills and expertise and cross-cultural knowledge to support their students.

Inevitable, realising the pressure on the economic competition among the ASEAN member countries which the members need to respond to the challenge of these circumstances, the future trend for higher education institutions in ASEAN

countries aims at transforming public universities to university autonomy (university governance and management), a world class university and education hub. It is revealed that those aims have predominantly been included in the education policies in countries such as Malaysia, Indonesia, Philippines and Thailand (Soejatminah, 2009; Sea-Eu-Net, 2009; Aziz, *et al.*, 2011).

Apparently, most universities aim to be the leading university globally to gain recognition and to increase international students. Trends in which universities respond to globalisation can be certain identified in seven aspects (Altbach *et al*, 2009) which can be seen in Fig. 3.6.

Figure 3.6 Global Trend in Universities

Global Trend in Universities
1. Internationalisation of universities
2. World-class university
3. The change of governance
4. Quality assurance and university recognition
5. Increasing academic mobility - Student mobility from West to East
6. Student involvement in internationalisation
7. Expansion of ICTs

Source: Altbach *et al.*, (2009)

Interestingly, among the seven aspects of global trends for universities, internationalisation of universities and governance are highlighted in which they relate to this research which is further discussed in the next section.

3.8.1 Internationalisation of Universities

Internationalisation of universities has penetrated international and regional level, as more than 40 countries in Europe, Latin America, Africa and Asia-Pacific region have engaged in international collaboration (Altbach *et al.*, 2009). Internationalisation of universities is predominant because trends for this are linked to the demand of the global labour market which is also linked to the rationale for internationalisation such as the political, socio-cultural, economic and academic rationale (De Wit, 2002; Knight, 2004). The rationale for internationalisation of universities concerns the need to develop international advanced knowledge, the need to engage with international partnership and the need for country competitiveness. For instance, rationale for internationalisation in Thai universities seem to increase countries' economic competitiveness and enhance understanding of other nations, social cultures and global issues. In addition, internationalisation brings opportunities and development for students, academic and non-academic staff.

3.8.2 The Change of Governance

Governance and Good Governance

The term of 'governance' or it is considered to be the 'common elements' of governance can be summarised as the importance of stakeholder involvement and cooperation; the application of formal and informal rules; gives a place for cooperative networks; and recognises the importance of the key processes of

social interaction such as transparency and integrity (Bovaird and Löffler ,2003). Thus, the concept of governance provides the context for 'good governance' which Bovaird and Löffler (2003) describe as what 'ought to be'. He states that good governance raise issues such as stakeholder engagement, transparency, the equalities agenda (gender, age etc), ethical and honest behaviour, accountability and sustainability.

To build good governance, it is essential to provide people to participate and express their preferences in effective management. Accordingly, United Nation defined good governance as:

'The process of decision-making and the process by which decisions are implemented' (UN, 2001:1)

In other words, it refers to a process of implementing an effective way of management and decision making in order to achieve its goals.

The trend for global universities provides future university aspects making it important for worldwide universities to reconsider their roles and management processes in order to be modern universities. 'Governance' is introduced in this section because it is outlined in global trends for universities which was also introduced by Thai government to universities in Thailand as a way of reducing hierarchical structures, facilitating more efficient management and encouraging more autonomy in higher education institutions.

The term governance with respect to higher education can be defined as:

'..... governance is used to describe all those structures, processes and activities that are involved in the planning and direction of the institutions and people working in tertiary education' (Fielden, 2008a:2)

Other authors defined governance as the operation of rules of laws that guides to provide social interactions and practices (Young, 1994). It appears that meaning of governance emphasises on the interactions and practices in management in order to have more flexible administration.

Recently, good governance is regarded as a good government that is required to provide responsible, effective, efficient transparent and accountable management (Zaidi, 2009). This meaning only focuses on some characteristics of good governance particularly in political aspects which do not cover all aspects like the meaning from the United Nations.

The principles of good governance proposed by the United Nations (2001) provide a deeper insight into the meaning of governance, in particular with respect to process which is shown in Fig.3.7

Figure 3.7 The Principles of Good Governance

Good Governance
Participation
Rule of law
Responsiveness
Consensus oriented
Equity and inclusiveness
Effectiveness and efficiency
Transparency
Accountability

Source: (UN, 2001)

The principles of good governance can be illustrated with respect to higher education as follows.

Participation

It is claimed by the World Bank that participation is a dominantly important principle to help organisation to achieve their projects (World Bank, 1996). In other word, any projects are likely to achieve success where there is participation in operation. Participation refers to the participation of university staff in the process of decision-making through universities. Expression of staff and participation of staff could be direct or indirect through legitimate institutions which enable staff to be part of decision making.

Rule of Law

Good governance is guided by legal framework and it requires fair legal frameworks to prevent corruption. In other words, it refers to clear university standards and enforcement.

Responsiveness

It is important that universities respond to a problem and are responsible for any unknown issues. The university's leader and committees are designated to lead the university and have authority to administer the university.

Consensus Oriented

Good governance requires a discussion from university staff to understand the different interests of university leaders and committees in order to reach a broad consensus and to achieve the universities' goal.

Equity and Inclusiveness

For existence and value to society, universities should provide the opportunity for staff to enhance, maintain and improve their well-being in which staff feel that they are belong to the universities.

Effectiveness and Efficiency

Effectiveness refers to the processes that universities focus on accountability and implementation in order to attain the universities' goals. Efficiency is regarded as the performance of the university to make best use of resources. For instance, university policies must be implemented within a clear objective framework and timeframe which depend on its management for its governance.

Transparency and Accountability

Transparency is regarded as the available and accessible information from decisions made by university leaders with respect to the rules and regulations.

It is important to point out that universities must be accountable to their organisations and staff. In other words, the university is accountable to staff who are affected by its decisions and actions with respect to the university's policies and procedures. Any decisions made by the decision-makers must be accountable which is associated with transparency.

University governance

The impact of globalisation and internationalisation, the role of higher education institutions is changing. The change of higher education institution's role affects its traditional management since the academic sector, particularly in a university, is hierarchical structure. This becomes dominant in concern about an efficient university management, because the inflexible and complex management in universities are constraints to allowing them to administrate their academic freedom. Consequently, trend for 'governance university' has been widely introduced. The concept of governance for higher education is regarded as the internal structure, organisation and management of autonomous institutions (Benjamin, 1993) which emphasise on the management process of the university to allow more flexible administration. Thus, to lessen centralised structure and

collusion, the concept of good governance has been introduced to public sectors in many developing countries. This is also the case in Thailand.

It is argued that in the circumstance of higher education, almost all universities have bureaucratic organisations and managements, thus it is essential for universities to be concerned with the issue of governance and in particular good governance (Dearlove ,1997). In general university governance is involved in academic, personnel and finance administration. In other words, it is argued that university governance appears to have much changes in university administration and management in administrative work at all levels in the university (McMaster 2007). Generally, university is required to establish governance framework according to the university functions such as university councils and board committees. Hutton (2010) claimed that:

‘The most senior decision-making body of a university, the governing body (council) exists to oversee the development and adoption of institutional strategic plans and key policies, to monitor and review the institution’s overall performance and to bear ultimate accountability for the institution’.(Hutton, 2010:1).

In other words, the university’s governing arrangements are exposed to address governance standards in which the organisations in the university are administrated and managed.

Hence, it is significant that good governance in higher education is regarded as the process of creating university policies with respect to the university guideline framework and it is underlying the vision and goals of university (Hussin & Asimiran, 2010). To achieve the set of goals, the principles of good governance suggested by the UN are recommended (UN, 2001). It is important for university governance to provide flexibility and adaptability of administration and management method within the rules and regulations. Thus, the principles of good governance are suggested to universities as a guide to help them to achieve their goals (UN, 2001; Abrams *et al.*, 2003).

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3.9 Summary

This chapter has reviewed and discussed the relevant literature in relation to the main research question and objectives. In this thesis, internationalisation of higher education can be defined as the, *“process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels including academic activities namely, internationally focused programmes of study, international institutional links, student exchange programmes and internationally recognised research activity”* (Elkin *et al*, 2005; Knight, 2008).

The definition of internationalisation of each university commonly includes knowledge transfer, cooperation between local and international partnership, and cultural understanding (Arum and van de Water, 1992; Knight, 2004). Once the university defines or has its own vision of internationalisation, it develops policies and strategic plans, organisational strategies and programme strategies (De Wit, 2002; Knight, 2004).

Evidently, internationalisation of universities and governance are identified in the global trend for internationalisation of universities. In fact, governance seems to be one of the elements to develop internationalisation of universities. Thus, governance and the pressure and desire to introduce good governance principles to university managements, is considered to be one of the key drivers of organisational change.

In addition, the influence of Thai national culture cannot be ignored in order to evaluate organisational processes in Thai universities as the different aspects of national culture are deeply embedded in Thai society and therefore in the ways that Thai institutions are managed. The desire to become an internationalised university helps to drive and shape the kind of organisational structures which are established in each university, in order to achieve the goals for an internationalised campus. In the next chapter, the concept and practice of communities of practice as a theoretical framework is considered in some detail. It is this framework which is adopted to evaluate the organisational processes involved in internationalisation in Thai universities. Also discussed are Thai cultural values and their influence on behaviours in organisations in order to relate the theoretical framework for management to the specific Thai cultural context.

CHAPTER FOUR: COMMUNITIES OF PRACTICE AND THAI CULTURAL VALUES

4.1 Introduction

This chapter presents research frameworks as adopted in this thesis: communities of practice and Thai cultural values. It also suggests the conceptual framework that helps to explain and understand the theory of communities of practice, good governance and Thai cultural values that influence the organisational processes in Thai universities. The first section, communities of practice is discussed. Second, Thai cultural values based on Komin (1990) are discussed. In the last section, a conceptual framework is proposed.

4.2 Communities of Practice

4.2.1 Introduction

This section discusses the theory of communities of practice as adopted in this thesis to evaluate the effectiveness of organisational processes for internationalisation. The evolution and meaning of communities of practice in general are reviewed. Then the communities of practice in organisations is examined followed by the discussion of communities of practice in higher education, and the benefit of communities of practice. In the last section the limits to communities of practice is discussed. In particular, the theory of communities of practice is considered within the constraints of the prevailing cultural norms in Thai society.

4.2.2 Evolution and Meaning of Communities of Practice

The theory of communities of practice was first postulated by Lave and Wenger (1991) as part of their publication of "situated learning: legitimate peripheral participation". Communities of practice was generalised from a theory of learning in

legitimate peripheral participation in which it was referred to as a system of activities concerning members' understanding and sharing about what members do and how members establish their friendships and relationships in the community (Lave and Wenger, 1991). It appears that the theory of communities of practice was first introduced as a theory of learning involved in knowledge management which Lave and Wenger defined as:

'A system of relationships between people, activities, and the world; developing with time, and in relation to other tangential and overlapping communities of practice is an intrinsic condition of the existence of knowledge. And members are involved in a set of relationships over time.'
(Lave and Wenger, 1991:98).

Lave and Wenger (1991) argued that members of the community were informally bound by common interest in a particular domain or area. Besides, Lave and Wenger illustrated the mentor system along with the theory of communities of practice in which they described how the members who had more experience and knowledge provided roles and responsibilities of mentoring new members. This demonstrated the initial and gradual development of theory of communities of practice.

However, Brown & Duguid (1991) illustrated communities of practice differently from Lave and Wenger (1991). Brown & Duguid (1991) emphasised on the changing approach and argued that developing communities of practice was important for innovation through the adaptation of changing membership and changing situations, or in other words, communities of practice involved with the change and formation of the communities where the work happens (Brown & Duguid, 1991:41).

In order to provide a clearer understanding of the theory of communities of practice, later Wenger (1998) defined communities of practice as:

'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly' (Wenger, 1998:52).

In other words, Wenger (1998) claimed that communities of practice is a negotiating process of participation and the production of objects such as tools, symbols and stories (Wenger, 1998). According to Wenger, communities of practice can be defined by three elements. Firstly, 'joint enterprise' refers to the system when members are bound and working together, and they develop the understanding of their contribution to the community. Members are able to contribute to the community when they understand their joint enterprise. Secondly, 'mutual engagement', is regarded as the interaction between members established in the relationships in the community to share knowledge and experiences. As part of the interaction, members are able to engage with one another and trust one another. Third, 'shared repertoire' presents the communal resources, artifacts, tools, stories and styles which are produced by members to be used appropriately (Wenger 2000:229).

It is important to point out that Wenger & Snyder (2000) argued that communities of practice differs from other forms of organisational management: formal work group, team project or informal network which was argued by Wenger & Snyder, (2000). For instance, team projects are established by managers to handle specific projects, team members are selected by a manager, and once the project finishes, it is also the end of the team. On the other hand, communities of practice focus on creating knowledge exchange and developing members' capabilities. Members are self-selected. Members create their own leadership and agenda and identify their place or role in the community. They organise themselves and the members are self-selected. (Wenger & Snyder 2000:142).

Wenger *et al* (2002) further developed the theory of communities of practice as:

'Groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.' (Wenger *et al*, 2002:4)

It is claimed that this theory provided a wide range of interaction of members in the communities that involved the tasks and role of the members (Wenger *et al*, 2002). The tasks and roles of the members in communities of practice were different. Members were identified and committed with the expertise based on the forms of the practice. Wenger *et al*, (2002) argued that most communities of practice were formed on a voluntary, informal basis and should indeed be formed in this manner, to succeed. In addition, the community was maintained as long as members have a contribution to improve the practice (Nickols, 2000).

Wenger (1998) and Nichols (2002) proposed a number of stages in the development of a community of practice as shown in Fig. 4.1

Figure 4.1 The Relationship Stages of the Communities of Practice

Relationship stage	Actions	Evidence
Stage 1 Discovering the relationship	It is only a few people formed the communities. And they are self-selected.	People have a strong sense of identity tied to the community
Stage 2 Growing the relationship	They manage and organise their community. They grow on social energy and learning opportunities and share their knowledge and help each other problem.	People learn how to do what they do and become seen as competent in the course of doing it. And shared ways of doing things together
Stage 3 Establish the relationship	They establish their friendship. They assign roles.	Continuing mutual relationships. A rapid flow of information between and among members
Stage 4 Putting the relationship to work	They solve recurring problems, They establish standards and building a database.	A widespread and shared awareness of each others' competencies, strengths, shortcomings and contributions.
Stage 5 Reinventing the relationship	They reinvent themselves.	Common tools, methods, techniques and artifacts such as forms, job aids, etc. and a shared, evolving language.

Source: Wenger (1998) and Nickols (2000)

Wenger (2002) claimed that communities of practice were formed by people who engaged in a process of collective learning in a shared domain of human endeavour, and it allowed members who had little knowledge or experiences to learn through the relationships from the members who had more knowledge and experience. Members also learnt from informal meeting while they shared their knowledge and experiences and interacted with each other (Wenger 2002). Such members could be a band of artists seeking new forms of expression, a group of engineers working on similar problems, or a network of surgeons exploring novel techniques (Wenger 2009).

4.2.3 Communities of Practice in Organisations

Communities of practice have been recognised in business and education sectors for over twenty years and it has attracted various researchers in organisation areas (Barley & Orr, 1997; Gherardi, *et al.*, 1998; Carlile, 2002; Wenger *et al.*, 2002).

The theory of communities of practice is concerned with the knowledge learning and sharing that created, shared, organised, revised, and passed on within and among the communities and the organisation (Wenger 1998). It refers to the people's learning and sharing behaviours in organisations. It has some several benefits to the organisation e.g. it helps to solve problems, enhance knowledge and achieve the organisations' goals (Wenger & Snyder 2000; Hart & Wolf, 2006; Ngulube & Mngadi ,2009). Communities of practice emphasises on the interaction of members as the key way to create knowledge management in the organisation. The idea is derived from the participation of its members who are interested in similar areas and intend to share knowledge and experience in the community (Wenger & Snyder 2000). For instance, when people need to share their knowledge and experiences and learn from others, the communities of practice have been dominantly considered and this could explain how communities of

practice help people in organisations to work out the solution to the problem (Lesser & Storck, 2001).

It is argued that communities of practice allowed organisations to gain the achievement of their goals, and enable companies to boost their effectiveness and efficiency (Smith & McKeen, 2003; Ardichvili *et al.*, 2003; Wenger *et al.*, 2002). A growing number of organisations in a wide variety of industries have started to focus on communities of practice as an important approach for improving job-related knowledge and learning (Lesser & Storck, 2001). Furthermore, achieving communities of practice in an organisational setting could play an important part in bridging organisational learning with strategy, allowing organisations to gain knowledge by connecting people with similar interests, helping to interconnect with the expertise and knowledge sharing, and increase productivity (Snyder, 1997:15).

A number of authors have claimed that communities of practice could be used as a way to develop and improve an organisation's capacity as well as to achieve the organisation's goals and tasks (Smith & McKeen, 2003; Anand *et al.*, 2007). For instance, Smith & McKeen claimed that the successful implementation of communities of practice in the organisation could provide lessons for practising knowledge managers in the organisation (Smith & McKeen, 2003; Anand *et al.*, 2007).

It would seem that the principles and presumptions on which communities of practice based are in keeping with a framework which is conducive to effective teamwork. Many authors agree that successful business relies on effective teamwork as it is important for everyday operation (Hayes, 1995; Kets De Vries, 1999; Tarricone and Luca, 2002). Communities of practice seem to be an effective way to share knowledge and consider problems for organisations.

Communities

Community of practice in an organisation can drive strategy, generate new lines of business, solve problems, promote the spread of best practices, develop people's professional skills and help companies recruit and retain talent (Wenger & Snyder 2000:140). Smith (2006) claimed that an effective communities of practice can help companies such as Schlumberger Eureka, DaimlerChrysler Tech Clubs, Xerox to connect members to members, to share their ideas and solve problems, to help companies create best practice sharing by managing the flow of information within the organisation. In addition, Smith claimed that it helped Ford and Schlumberger InTouch to generate new ideas from crossing boundaries i.e. Siemens Share NET, Daimler Chrysler (Smith, 2006). Consequently, it could be claimed that communities of practice develops a shared knowledge and understanding of people's practice that results in the establishment of the relationships toward trust, mutual commitment and stories or language (Lesser & Storck, 2001; Orr, 1996; Brown & Duguid (1991, 1998).

Another example of one successful company that adopted the theory of communities of practice in its organisation was Xerox's machine company. The process of knowledge sharing transfer based on communities of practice in the organisation was introduced to the members of the organisation. Members formed communities and gathered, created, exchanged and shared information and knowledge in their communities. As a result, Xerox's machine company obtained the creation of knowledge sharing solutions, presumed knowledge management and establishment of innovative ideas to guide important business decisions. This led Xerox's machine company to achieve a number of awards such as ranking among the top ten 'Most Admired Knowledge Enterprises (MAKE)' (Orr, 1996; Brown & Duguid, 1991, 1998).

4.2.4 Communities of Practice in Higher Education

Only a limited number of studies for higher education have demonstrated that communities of practice can be important to help higher education institutions establish knowledge sharing and development and support work in the organisation (Hart & Wolf, 2006; Ngulube & Mngadi ,2009; Molphy *et al.*,2007; Clovis *et al* (2010)).

For instance, the University of Brighton and the University of Sussex conducted research focusing on university partnership by adapting communities of practice as a conceptual tool to illustrate how local partnerships can be conceived and developed, and about how to work across academia and practice in a meaningful and inclusive way, while producing the desired outcomes (Hart & Wolf, 2006). The study sought to ensure that higher education institution teaching and research were genuinely knowledge and evidence-based and to create real partnerships between universities. Hart & Wolf (2006) claimed that communities of practice benefit the community as they establish a knowledge sharing system (an effective language for member to communicate) between the universities.

Similarly to Hart & Wolf (2006), Ngulube &Mngadi (2009) examined the extent to which communities of practice were defined and utilised to facilitate the sharing of knowledge among academics in the humanities departments at the University of Kwazulu-Nata and the University of Zululand (South Africa). Their studies employed semi-structured interviews, focus groups and questionnaires as data collection tools to obtain personal views and experiences of the understanding and the issues related to communities of practice. They pointed out that participants obtained new skills and knowledge within the communities of practice in both institutions. In addition, they claimed that the benefit of communities of practice are largely in co-operation, knowledge sharing and it can be a strategy to enhance the participation and interaction between members (Ngulube and Mngadi , 2009). The

study employed semi-structured interviews and it adopted communities of practice to facilitate the sharing of knowledge among academics. However, the authors focused only on the understanding and the issues related to communities of practice used in academia which limited to the study.

Another example by Clovis and his team (2010) examined how communities of practice benefited students, patients and their communities in Dalhousie University's faculty of dentistry. The aim of this study was to establish supportive and innovative partnerships to improve access to care, to provide oral care in Dalhousie University's faculty of dentistry through its communities by participating in informal voluntary networks. This work gave educational opportunities for students, patients and the community. Clovis *et al.* (2010) claimed that communities of practice benefit their communities toward the development and expansion of strong collaborative partnerships.

Molphy *et al.* (2007) examined how academic development and support worked with tutors to establish an online community of practice in order to meet learning and teaching needs. Initially, the establishment of this project started with forming the team including three participants. The technologies trialled such as Skype, blogs, chat, video and email were used to create an online environment. Skype was chosen as a key communication tool to share and create knowledge within the group. Molphy *et al.*, (2007) claimed that communities of practice allowed participants to trial sharing knowledge, experiences and skills in various new educational forums. Moreover, the online technologies were useful for members to share their common interests to learn new teaching methods and have experience with social tools such as Skype, video clips, or blogs, before employing them with students. It appears that communities of practice could present effective ways in learning and teaching in higher education institution through online technologies and exploit these technologies to gain knowledge sharing and in-depth experiences for participants. As a result, the university benefits from the

effectiveness of using online technologies through communities of practice for academic development and support (Molphy *et al*, 2007).

4.2.5 Benefits of Communities of Practice

Communities of practice enable organisations to confront obstacles for sharing knowledge and information based on knowledge management system (Dixon, 2000). Members are keen to participate and share their knowledge and experiences within the community. Millen, *et al.*, (2002) and Dixon (2000) pointed out the benefits of communities of practice in organisations those have been categorised as: individual; community; and organisational (Millen, *et al.*, 2002).

Loxton (2011) claimed that *Individual benefits* were regarded as a benefit to occupational security and increased levels of trust between individual staff and between staff and higher management. It allowed members to maintain their roles and responsibilities, obtain self-awareness and develop professionally and It also helped nurture the communication process among the members (Smith and McKeen, 2003; Loxton, 2011). For example, members or staff were able to share their experiences to enhance understanding (Loxton, 2011).

Millen, *et al.* (2002) pointed out that the increase in quality of knowledge, increased idea creation, better problem solving, and creating a common context were the benefits to the '*community*' (Millen, *et al.* 2002). In addition. it provided a forum for the free expression of creativity and new ideas, providing members the opportunity to share ideas (Anand *et al.*, 2007). A member was able to learn in the community. In addition, it enhanced the community's knowledge and efficiency and it could be claimed that communities of practice might be a useful concept that could effectively prevent loss of tacit knowledge associated with employee turnover by

providing the connections necessary for transfer and retention of knowledge (Millen, *et al.*, 2002 ; Droege & Hoobler , 2003 ; Anand *et al.*, 2007; Loxton, 2011).

Communities of practice benefits to '*organisations*' in various aspects. Millen, *et al.*, (2002) claimed that 'communities of practice help to underpin the execution of projects, increase new business, and product innovation. (Millen, *et al.*, 2002). Loxton, (2011) argued that it could be seen as a success planning that already made for the organisation and the improvement of the quality, speed and develop adaptive capacity. (Loxton, 2011). Communities of practice can reduce mistakes in documentation (Kets De Vries , 1999; Lesser and Storck, 2001). Communities of practice also appear to be an effective way for organisations to handle unstructured problems and to share knowledge outside the traditional structural boundaries. In addition, it could be claimed that the community concept is acknowledged to be a means of developing and maintaining long-term organisational memory (Kets De Vries , 1999; Lesser and Storck, 2001; Tarricone and Luca, 2002;).

4.2.6 Usefulness of the Theory of Communities of Practice

From the researcher's experience, it was impressive to see effective international teamwork in the UK university. Members of staff in the team had formal and informal meetings in which they shared knowledge and helped each other solve problems. In addition, they talked openly about issues within as a management context where different ideas and views were listened to and considered . It is claimed that most universities in the UK have effective and efficient international offices (Hemsley-Brown & Goonawardana, 2007) because staff there have strong teamwork ethos and are willing to share information with each other. This is a strength of universities in the UK. They have been successful in their international strategies, such as increasing the number of international students, research collaboration, and scholar mobility (Cemmell & Bekhradnia, 2008). It is notable that

the process of how staff work together seems to confirm the theory of communities of practice approach. Indeed, it is significant that the communities of practice theory has been widely embedded in many Western organisations (Wenger *et al.*, 2002), bringing benefits to staff in their workplaces, helping to interconnect with organisational expertise and knowledge sharing, and increasing productivity (Eckert 2006). In higher education, the theory of communities of practice could be important and help higher education institutions establish knowledge sharing (Hart & Wolf, 2006; Ngulube & Mngadi, 2009), and develop and support work in the organisation (Molphy *et al.*, 2007).

The communities of practice theory is used in the current research. It will inform the analysis of the processes shown by the research findings. Secondly, it identifies the specific activities such as teamwork. And thirdly, it acts as a framework for the design of the online questionnaire and interview schedules. This thesis therefore adopts the theory of communities of practice to evaluate the appropriateness of organisational processes for the internationalisation of universities in Thailand.

4.2.7 Limits to Communities of Practice

It is argued that communities of practice establishes the learning structure in the community such as sharing knowledge and experiences. However, there are some weaknesses and limitations of communities of practice related to possible lack of trust and may have non-sharing culture (Wenger *et al.*, 2002, p.141).

For instance, Robert (2006) claimed that if the members of a community have no 'trust', they might be reluctant to share their knowledge with others. It is believed that establishing the relationship of trust would create the achievement of sharing knowledge and development of relationship between the members and the co-operative partnerships (Wathne *et al.*, 1996; Robert, 2006). Thus, to have effective

communities of practice in the organisation, 'trust' is a dominant concern (Ardichvili, 2003).

Resistance of employees to share their knowledge and experiences are considered as the barriers in practice (Ciborra and Patriota, 1998; Holsthouse, 1998). It is claimed that organisational pattern and culture caused the possibility of employees to resist sharing their knowledge. In other words, an organisation may have a non-sharing culture, with employees who cause some problems of transferring knowledge within the organisation (Azudin *et al.*, (2009). The evidence of the importance of establishing an effective organisation for the successful communities of practice derives from the work of Ngulube and Mngadi (2009). They argued that one barrier for communities of practice is implementation in the organisation is due to a lack of support from the organisation to motivate and encourage employees to share knowledge (Ngulube and Mngadi 2009). Within the context of Thai society and management, there could be significant barriers to the beneficial operation of communities of practice in organisations. Communities of practice is considered within the Thai context, in the next section.

The review of the communities of practice literature in an earlier chapter, has shown that, for the theory to be achievable in the workplace, the staff involved need to agree to and be able to work cooperatively, to achieve the organisation's goals. The majority of the literature on communities of practice relates to practice in organisations in Europe and America which provide particular national culture frameworks for individual organisations. Very little investigation of communities of practice has taken place within Eastern cultures such as China and Thailand.

4.3 Thai Cultural Values

4.3.1 Introduction

Therefore, it is essential in the very different culture of Thai society to reflect on how specific Thai values management influence attitudes and behaviours organisations (Komin, 1990; Holmes 1995; Mulder, 1996).

This section of the thesis explores Thai national culture, as a context for the day to day operation of organisations, including higher education institutions. The section firstly explores the Buddhist religion which shapes individual attitudes and behaviour of Thai people. Secondly, the values which are believed to be held by Thai people are examined. Finally, a number of conclusions are reached concerning the influence of Buddhism and Thai values on organisational behaviour in Thailand.

4.3.2 The Buddhist Religion and its Influence on Thai Society

The Buddhist religion is regarded as a major pillar of Thai culture and society (Mulder, 1996). It has long been known that the religion of Buddhism has influenced Thai people and culture for more than 800 years. In addition, Thai beliefs believe in neighbouring nations such as China are the major influence on Thai cultures and the Buddhism in the country. Aspects of the Taoism and Confucianism have deeply embedded in Thai culture since there is a large community of Thai Chinese who have lived in Thailand for more than 400 years. Taoism and Confucianism which are influenced by Buddhism (Robinson & Johnson, 1982).

Thai culture is closely related to Buddhist teachings (Butler, 1996). Accordingly, the everyday lives of Thai people are influenced by Buddhism as it is common to see Thai people trace the Buddhist practice in their everyday lives. For instance,

'nibbana', the ultimate goal of Buddhism, means to be calm. Thai people usually remind themselves and say to other people to take it easy or *'jai yen'* (cool heart) which is a phrase commonly heard in Thai society (Swearer, 1997).

The first of the Buddha's teachings is the 'Four Noble Truths' - life means suffering, the origin of suffering is attachment, the cessation of suffering is attainable and the path to the cessation of suffering (Kozak & Kozak, 2011). A path to the end of suffering can be described in the 'Eightfold path'. The eightfold path is right view, intention, speech, action, livelihood, effort, mindfulness and concentration (Kozak & Kozak, 2011). Adherents of the Buddhist religion believes in the awareness of life's struggles and suffering in any situation. The 'Eightfold Path' is a guide to the end of suffering. The goal is to develop the true nature of reality, and free the individual from attachments. The purpose of the Buddhist path is the understanding of how the mind causes stress and the way to avoid suffering. Realising the way of life, the balance between happiness and suffering, Buddhism suggests following a moderate a way of life. The way of life is associated with the circle of lives which means the present life is not the beginning and not the end of life but there are previous and future existences for each individual (Keston, 1988). This belief derives from the Buddhist teaching about 'Karma.' 'Karma' refers to the Buddhist belief that actions that happen in the past life have an influence on the individual's present life (McDermott, 1984: 109-111). Since life is marked with fluctuation (frustration) and painfulness, Buddhism beliefs in the impermanent relationship. Things are impermanent and people should not make a permanent relationship with anything. In fact, impermanence means that reality is dynamic. If we examine our consciousness closely we see that it is made up of temporary mental processes and events. Therefore, life should not stick on anything (Butler, 1996). Impermanence refers to the vital characteristic of phenomenal existence which means they should strive to achieve freedom reactions and avoid unpleasantness (Plocher, 2011).

4.3.3 Hierarchical structure in Thai Society

Thailand is a society in which hierarchy is ingrained (Holmes 1995). The Thai hierarchical society links to the belief in Karma in which the social status of people such as monarchy, senior bureaucrats, military leaders are in high social positions (Mulder, 1996; Cavendish, 2007).

‘Thai individuals sense strongly their hierarchical position in relation to everyone else based on age, family, birth, patronage, education, occupation....’ (Smalley, 1994:345).

The acceptance of strong values of relationship and inequality are constricted in Thai society (Komin, 1990). The senior people in an organisation or society expect respect from more junior people who have to learn appropriate behaviour regarding the hierarchical relationship. Individuals must be aware of the differences between low and high relationships, such as the roles of children and adults or students and teachers. The persons who hold high positions in the hierarchy are mostly older and senior persons i.e. older and younger, senior and junior, higher and lower, superior and subordinate (Tiranasar, 2004). Thai people know their rank when they are in social situations and they know how to manage their rank and hierarchy. The higher-ranked person receives respect from the person with the lower rank. Position in the hierarchy is fundamental to relationships and group dynamics in the work place. People who do not pay respect to the senior person in Thai society, are likely to be disliked (Podhisita 1985).

4.3.4 Values in Thai Culture

Komin (1991) provided perhaps the most comprehensive and detailed examination of Thai culture through a consideration of Thai values and associated behavioural patterns. She explored the behaviour and personality of Thai people, to help

understand Thai value perspectives. The dominant three values are 'ego orientation'; 'smooth interpersonal relationship orientation or good relationship at work' and 'grateful relationship orientation or *Bunkhun*'.

4.3.4.1 Ego Orientation

Thailand is a society based on hierarchical relationships with the emphasis on individualism (Komin, 1991). Komin suggested that Thai people are first and foremost ego oriented. The ego character refers to a high awareness of self-esteem and being independent. Komin stated that:

'Thai people have a very big ego, a deep sense of independence, pride and dignity. They cannot tolerate any violation of the ego self. Despite the cool and calm front, they can be easily provoked to strong emotional reactions, if the self or anybody close to the self line one's father or mother, is insulted' (Komin, 1991:134).

Ego is considered a very important value for Thai people. Feeling to be individual or one's self is most desirable for Thai people. Thai people prefer not to be under control by anyone. Several authors agree that self-centreness and feeling of pride are fundamental to Thai personality (Keston, 1988; Tiranasar, 2004). It also means that Thai people place emphasis on the satisfaction of their own needs rather than being concerned with engaging with the group or corporations needs. For example, uncooperative attitudes and behaviours from Thai seniors to the same senior position or subordinates are explained by the ego orientation in Thai society (Komin, 1991).

According to Komin, 'ego' orientation is the embedded value underlying other Thai values such as 'face-saving', 'criticism-avoidance', and the *kreng jai* attitude (the feeling of being considerate to other).

Face-saving is derived from feeling considerate thoughtful and helpful for another. Thai people avoid public confrontation and 'negative' conversations or message. *'To make a person lose "face", regardless of rank, is to be avoided at all cost'* (Komin, 1991: 136). Thai people have a very strong belief in face-saving for their public image. It is essential for Thai people to maintain their 'face' in any situation and in the public to maintain their image (Hongladarom & Ess, 2006). Thus, they prefer to avoid confrontation and attempt not to embarrass either other people or themselves. Goffman (1967) claimed that Thai people endeavour to maintain their composure and dignity when interacting with others. Additionally, in social interaction, 'loss of face' is not acceptable, thus people attempt to be polite in order to remain at ease with one another.

Criticism avoidance is linked to face-saving. Since Thai people always avoid losing face in any situation, they always avoid criticising and be criticised Thai people believe that criticism is an insult to people (Komin, 1990).

Kreng jai is a Thai value (Komin, 1990). *'Kreng Jai'* is the way that Thai people try to avoid hurting other people's feelings. *'Kreng Jai'* is *'being considerate, feeling reluctant to impose upon another person, taking another person's feeling into account or taking every measure not to cause inconvenience for another person'* (Komin, 1991: 164). It is being aware of other people's feelings and showing politeness, respect and consideration towards them. In other words, 'Kreng Jai' is about being considerate to others and being reluctant to cause distress to someone. It is important for Thai society as it is the basis for smooth interactions and the avoidance of confrontation. Thai people respond to requests by agreeing, but they agree many times only to relieve themselves of the immediate problem of responding in an 'honest' way, with how they really feel. Whether they will actually do what they have agreed to is another matter. 'Kreng jai' implies the obligation to respect people's feelings which involves two approaches: avoiding the imposition

of one's opinions on other people and avoiding confrontation (Fieg, 1989 ,Maguire, 2002).

4.3.4.2 Smooth Interpersonal Relationship Orientation

Komin's second value of smooth interpersonal relationship orientation refers to the polite and humble personality which is shown through good manners, a good appearance and easy interpersonal relationships. This includes not showing anxiety when confronting problems and not getting angry easily but being pleasant in interactions with other people. For instance, it is common to see Thai people always smile and be friendly as a preference, to express the appearance and manners of politeness and humbleness (Komin, 1990). Also a strong feeling in face-saving, criticism-avoidance and 'kreng jai' relate to the smooth interpersonal relationship because Thai people remain humble and polite so That they do not confront anyone and save their face and image in public and avoid stress (Komin, 1990).

Komin (1990) also described other Thai characteristic that derives from smooth interpersonal relationship, namely, '*jai yen*' and '*mai pen rai*' which are influenced by Buddhism.

'.....The Buddhist influence in shaping certain Thai characteristic traits, such as Jai yen (calm, easy-going, not easily excited), Mai pen rai (nothing really matters) '(Komin, 1991:148).

Jai yen: Thai people are taught in school and in the family to keep and control the feeling of frustration. It is unacceptable in Thailand to lose one's temper and show emotions in public. The characteristic of *jai yen* (calm, easy-going, not easily excited), means that Thai people take everything calm and slow and control their feelings. Instead of showing their anger toward a problem or situation, Thai people show their patience and calmness. In other words, when Thai people lose their

temper, *jai yen* is usually said to them to make them cool or calm down. This comes from the Buddhist ideals of peace and harmony, of avoiding conflict or displays of emotion.

Mai pen rai also refers to calmness and Thai people always say it whenever any good or bad thing happens. The calmness that Thai people express is 'it does not matter' or say *mai pen rai* to show optimism. In other words, Thai people express *mai pen rai* to avoid making other people feel bad. They usually repress their feelings by hiding their face from anger and frustration, to keep society harmonious. *Mai pen rai* is a phrase which means 'it does not matter' or 'no problem'. Thai people say this most of the time to avoid any conflict and to maintain harmony in any situation (Komin, 1990). It is noticed that *Mai pen rai* and *jai yen* have been interpreted as one likely reason for detachment in Buddhism as it relates to '*nibbana*', the ultimate goal of Buddhism, means to be cool.

4.3.4.3 Grateful Relationship Orientation or *Bunkhun*

'Bunkhun refers to indebted goodness, between someone who, out of sheer kindness and sincerity, renders another person the needed help and favour, and the latter's remembering of the goodness done and his ever-readiness to reciprocate the kindness' (Komin, 1991: 142) .

Thai people believe in a way of life according to Buddhist teaching and the way of life related highly to '*bunkhun*'. Thus, in Thai society, those who show gratitude and repay favours done for them are typically praised (Podhisita, 1998).

The *bunkhun* relationship is thus based on the value of gratitude. *Bunkhun* or grateful relationship characterises the highly valued grateful quality in a person. In Thai society, it is essential to show grateful relationship to people who render *bunkhun* (goodness, help, favours, etc.). It is not necessary to return or repay anything to the person but the obligated person should show respect and gratitude

or *bunkhun* in return in various ways such as gift giving (Podhisita, 1998 Limpanichkul & Magilvy, 2004). As Mulder states that:

'Respect and obedience to elders, trust in their wisdom and protection, the need to return favours received, all these are strong themes in Thai cultures'
(Mulder, 1994:78)

Bunkhun is an ongoing, binding of good reciprocal feeling and lasting relationship. Therefore, being grateful to *bunkhun* constitutes the root of any deep, meaningful relationship and friendship. *Bunkhun* describes gratitude and obligation on the part of the beneficiary by the person who is being helped. If they are supported or promoted or helped by someone, they are grateful to that person. For instance, what parents do for their children is *bunkhun* and they must show gratitude to their parents. Another example is an expression of gratitude to teachers from students. In Thailand, the ceremony for showing respect to teachers on 'Teacher's day' is an opportunity to express gratitude to teachers for their teaching and help for everything. At workplace, subordinates should feel and express gratitude to superiors who have supported or helped them in any way. Moreover, they should provide something to the superior such as helping the superior in some way, to express gratitude (Soupap, 1975).

Thai people believe that when they feel gratitude, it will boost their positive power and energy which motivates them to achieve the goals. In addition, when people show that they are grateful to someone the relationship will be long-lasting. Third, also the grateful person will appreciate the wonderful things that are already present in their life. Fourth, They will feel more confident by being thankful, and placing themselves in a positive, optimistic state-of-mind. Thus, *bunkhun* is one of the most important values for Thai people.

4.3.5 Thai Values and Their Influence in the Workplace

According to ego orientation, Thai people are required to respect seniority and status (Komin, 1990). Respect for seniors is very important in the Thai hierarchical society. Individuals must be aware of the differences between low and high relationships, such as the roles of children and adults or students and teachers. The persons who hold high positions in the hierarchy are mostly older i.e. older and younger, senior and junior, higher and lower, superior and subordinate (Tiranasar, 2004). Maguire agreed with Komin (1990) and Tiranasar (2004) that status behaviours such as respect for superiors (rank status), respect for fear of the powerful (power status), underlie the '*kreng jai*' values in the workplace (Maguire, 2002).

Respect for superiors means employees follow and listen to the directions of their superior without questioning or making comments (Maguire, 2002). In other words, employees will not take any initiative, but the superior or boss will instruct and assign jobs to them. Respect for fear of the powerful especially, in the workplace is explained by individual bureaucratic interaction. The more powerful person should feel obliged to behave in a generous manner by the less powerful person, as the less powerful person expects some benefits or connections from the powerful person (Maguire, 2002). Interestingly, Thai people know their rank when they are in a social situation and they know how to manage their rank and hierarchical position. The higher ranked person receives respect from the person with the lower rank. Position in the hierarchy is fundamental to relationships and group dynamics in the work place.

For instance, in the author's experience, it is evident in a staff meetings that subordinate staff only listen to the superior or other staff and do not make any comments or give feedback. Moreover they will never express their attitudes

openly in a meeting which might cause criticism. The conversation is often indirect. It is considered inappropriate if they show direct confrontation. When a superior or a colleague asks their opinion or anyone's opinion, they may not get the right answer or the 'honest' answer because Thai people prefer give what they consider to be a positive response and the response which they think the superior person wants to receive.

In addition, smooth working relationships are very important in Thai society (Komin, 1990). A good relationship at work is important for Thai people and they prefer to show non-assertion and politeness (O'Sullivan & Tajaroensuk, 1997). Thai people are also concerned with the good working relationship as an achievement at work:

'.....it is very rare that work alone would lead one to the Thai sense of achievement. Instead it has always been the good relationships, with or without work, that guarantees this Thai sense of achievement.' (Komin, 1990:697).

As a result, to succeed at work, Thai people usually make and keep good relationships with subordinates, colleagues, managers and leaders as they believe that one day, the relationship might be very important to their lives (Komin, 1990; O'Sullivan and Tajaroensuk , 1997). For example, a manager asks a secretary to send a company's report through email in the morning. At the end of the day, the manager has not yet received it. He/she says that the report is not too urgent and that secretary can do it tomorrow. Then the manager will say '*Mai Pen Rai*' (it doesn't matter) to the secretary and tell her to send it tomorrow.

Muenjohn (2011) agreed with Komin (1991) that the smooth relationship at work in Thai hierarchical society reflects the characteristics of Thai organisations in relation to the superiors and subordinates. Therefore, Thai subordinates are heavily dependent on superiors, respect their superiors and they should obey them. Therefore subordinates show their respect to superiors and they prefer to follow

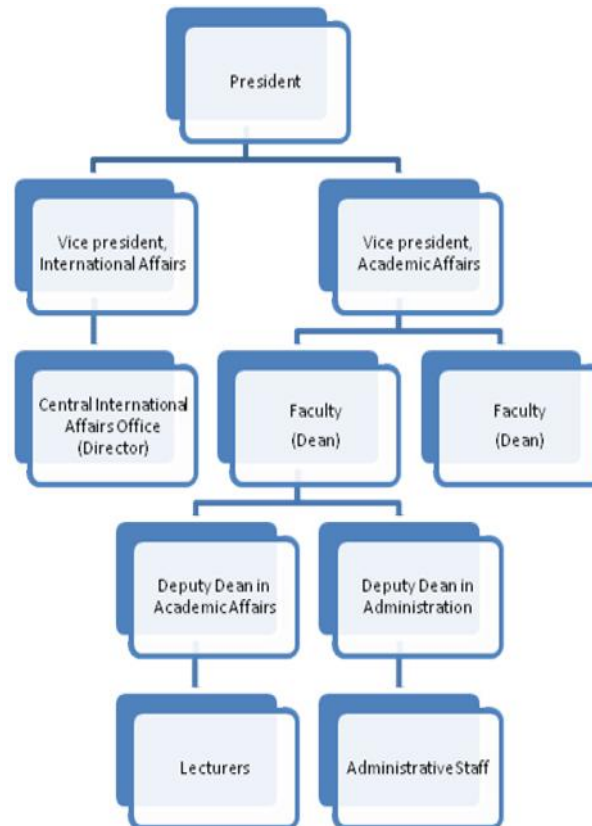
disciplines and rules and follow instructions from the leaders (Maguire, 2002; Muenjohn, 2011). These characteristics are embedded in Thai society and organisations. It is believed that the Thai people who follow these characteristics will be successful in their careers (O'Sullivan & Tajaroensuk, 1997; Muenjohn, 2011).

4.3.6 Implications of Thai Values for Thai Higher Education Institutions

The management structures in Thai universities are based on hierarchical and bureaucratic systems where the president is the key person who makes all decisions in the universities. The decisions are made and passed through the hierarchical organisational structure (Thanasankit & Corbitt, 2002). At faculty level, the dean is the key person who is required to make decisions, however, the final decision is made by the president.

The organisational structure of universities in Thailand is shown in Fig. 4.2. The president who is the most powerful in the university has the major responsibility for controlling all units in university and direct university missions and goals. Vice presidents are responsible for units under the president. For instance, the vice president of academic affairs might typically be responsible for learning, teaching, research, admission, enrolment including faculties and all academic issues in the university. Each faculty is controlled by a Dean under the Vice President of academic affairs. The vice president in international affairs office appoints a director to organise the central international affairs office. The director of the central international affairs office is responsible for controlling and coordinating all international activities including the university's international strategy such as developing international partnerships and other institutions.

Figure 4.2 The Organisational Structure of Universities in Thailand



Source: Author

The structure in organisation is hierarchical with leaders, managers and superiors receiving respect and honour from subordinates (Mulder, 1996; Maguire, 2002; Holmes *et al.*, 2003; Cavendish, 2007). In Thai universities, there is a solid hierarchy with the bureaucratic leadership controlling the organisation (Shor, 1960). The organisation influences the perception of staff capabilities involved in their roles and responsibilities because of power between leaders and staff. For example, a high power distance between leaders and staff in Thai universities show how staff show respect to the leader such as politeness, humbleness, criticism avoidance and *kreng jai* (Intaganok, 2008). Each have their rank. Their rank refers to their pride, honour and power which establish the ego orientation, the most important value for Thai people. The leader enjoys executive power, respect

and loyalty from staff. In addition, the leader has a desire to be independent and not to be under control by anyone (Soupap, 1975, Apapirom, 1976). It is necessary that the leaders keep their leadership role to obtain respect from staff. Staff ego refers to the preferences of staff to work on their own and they consider the satisfaction of themselves rather than being concerned with engaging with the group or with others. They believe that working in a team with other people can require each individual to make compromises. Moreover, they feel more comfortable working individually than working with a group or team (Soupap, 1975; Apapirom, 1976).

Ego orientation of the individual means that the leader or lecturers prefer not to be under control by anyone. The leader always feels that they are superior, they are right, never wrong, they have power and superiority over staff. They prefer to control staff by themselves. They are competing rather than cooperating with other departments or other organisations. Leaders keep their ego because they cannot tolerate to let anyone look down on them and they must save their face from any failure (Soontawn, 1979). Pimpa (2010), concluded that the leader is the more powerful person in Thai public sector organisations (Pimpa, 2010).

Usually, leaders in the universities such as the presidents, vice presidents, deans and directors have a very strong belief in face-saving and preserving a good public image. They prefer to avoid confrontation and attempt not to embarrass either other people or themselves. In addition, staff will never confront leaders. They always save face for the leaders. This can be explained by the term of '*kreng jai*', which seems to occur when staff avoid the initiative coupled with the need to make their leaders happy (Mulder, 1996:109). In other words, leaders or staff tend not to disagree because they should *kreng jai* or avoid offending. Consequently, they always agree to show their positive response to make everyone happy, but they may not follow up an agreement with someone with positive certainty.

In addition, social status and recognition are considered essential to achieve the goal in life with work and relations (Komin, 1990). To succeed at work, Thai people usually make and keep good relationships or smooth interpersonal relationship with subordinates, colleagues, managers and leaders as they believe that one day, the relation might be important to their lives (Komin, 1990; O'Sullivan and Tajarosensuk, 1997). For instance, staff in a faculty or department always make good relationship with the dean, deputy dean, their leader or their colleagues because if some day they would like to ask a favour from those people, it will be easier for them to get help. Moreover, a good relationship focuses on harmony and face-saving and conflict avoidance so that leaders or staff can keep a positive manner to each other and a good atmosphere in the faculty or department. For example, staff always listen to their leader and dean with respect. Staff follow disciplines and rules and they do what they are told by their leader or dean (Muenjohn, 2011).

Additionally, Komin suggested that in the organisation, managerial behaviours that provide straightforward negative performance feedback, strong criticisms, and face-to face confrontations are avoided. In Thai culture, criticisms that are threatening to the individual's ego are usually taken personally, as Thais consider criticism a social affront or an insult (Komin,1991). It is important for staff in Thai public sector organisations to keep the strong value of calmness in social situations. Showing or expressing negative feelings such as temper and annoyance are considered improper. Controlling feelings is considered to be an appropriate way to deal with the situation (National Identity Board, 2000; Prasasvinitchai, 2003). For instance, dean, leader or staff usually present non-verbal communication more than Western people during exchanges between people (Mulder, 2003:22). Communication is characterised to be less precise and to emphasise listening rather than speaking. In other words, staff do not expect to ask or speak out to their leaders or colleagues and they usually listen and accept what the dean or leader says (Harris and Moran, 1996; Hall 1976). Komin (1991)

Also leaders should be obliged to assist, guide and protect their staff and staff should show gratitude by expressing respect, loyalty and support to the leaders (O'Sullivan & Tajaroensuk , 1997)

4.4 Evaluation of the Organisational Processes

According to the research objective, to evaluate the organisational processes in Thai universities, it seems that potential barriers to the internationalisation of Thai universities may be Thai cultural values.

A number of authors have examined the relationship between Thai values and organisational management, and highlighted how Thai people act and respond in their society and also in the workplace (Komin, 1990; Mulder, 1996; Holmes & Tangtongtavy, 1995). It could be claimed that the Thai hierarchical structure influences the Thai educational system (Chalapathi, 2007). These authors argue that it is essential to understand the Thai cultural context in order in turn to understand management structures and behaviours in Thailand. This may also be the case when considering the development of effective organisational processes for internationalisation of higher education institutions in Thailand (Komin, 1990; Mulder, 1996; Holmes & Tangtongtavy, 1995).

4.4.1 Communities of Practice Theory and the Thai Cultural Value System

In order to identify the appropriate organisational processes for internationalisation of university campuses in Thailand, the theory of communities of practice is helpful to clarify these processes. The theory of communities of practice is concerned with knowledge learning and sharing that is created, shared, organised, revised, and passed on within and among the communities and the organisation as it refers to the people's learning and sharing behaviours in organisations (Wenger 1998).

The theory of communities of practice has been in operation in many Western organisations as a way to develop and improve an organisation's capacity as well

as to achieve a company's goals and tasks (Smith & McKeen, 2003; Anand *et. al*, 2007). Communities of practice also helps an organisation to improve the quality, speed and develop adaptive capacity (Loxton, 2011) and it increases quality of knowledge, increases idea creation, better problem solving, and creating a common context (Millen, *et al.* 2002). Therefore, in order to provide a clear picture of how theory of communities of practice might operate in Thai universities, the relationship stages of communities of practice (Nichol, 2002) is adopted. First is discovering the relationship. This stage allows people to form their communities. People are bound together with common interest and they interact between individuals. Second is growing the relationship which people in the communities share knowledge, information and experiences. Third is establishing the relationship that presents how people in the communities co-operate between individuals within groups and team-working. Fourth is putting the relationship to work. It shows how people in the communities help each other problems, learning together and they establish standard. Fifth is reinventing the relationship that presents how people in the communities are willing to change in order to improve the community.

The relationship stages and behaviour of people in the organisation arrangement and Thai cultural values system are compared in Fig 4.3.

Figure 4.3 Communities of Practice Theory and the Thai Cultural Values

Communities of Practice Management Arrangements	Thai Cultural Values System Management Arrangements
Stage 1 Discovering the relationship <ul style="list-style-type: none"> It is only a few people that form the communities. Members are self-selected. 	Hierarchical Structure <ul style="list-style-type: none"> Staff is selected and recruited by the director.
Stage 2 Growing the Relationship <ul style="list-style-type: none"> They manage and organise their community. They share their knowledge and stories and help each other problem. 	Hierarchical Structure <ul style="list-style-type: none"> Staff belong to the same office under senior management. Smooth Interpersonal Relationship Orientation <ul style="list-style-type: none"> Staff always show positive response (face saving) and avoid offending and criticism
Stage 3 Establish the Relationship <ul style="list-style-type: none"> They establish their friendship. They assign their roles. 	Hierarchical Structure <ul style="list-style-type: none"> Each staff member is assigned work by the director. Each staff has their clear roles and responsibilities in their works.
Stage 4 Putting the Relationship to Work <ul style="list-style-type: none"> They solve recurring problems, They establish standards and building a database. They train newcomers and co-ordinate work across boundaries. 	Hierarchical Structure and Ego Orientation <ul style="list-style-type: none"> Staff discussed and co-ordinated but the senior management are constantly called upon to make any decision. Grateful Relationship Orientation <ul style="list-style-type: none"> Senior management to oblige, assist, guide and protect their staff
Stage 5 Reinventing of the Relationship <ul style="list-style-type: none"> They transform themselves in order to improve the community. 	Grateful Relationship and Ego Orientation <ul style="list-style-type: none"> Staff member works hard routinely and individually.

Source: Adapted from Wenger & Nickols (2000) and Komin (1990)

It can be seen that there are significant differences in the organisational processes between communities of practice arrangements and the arrangement based on Thai cultural values. Communities of practice allows members to be involved, participate and co-operate within the organisation. It is important to point out that

communities of practice provide more flexibility and the co-operation to members than Thai cultural values and moreover it helps organisations to achieve their goals in relation to the internationalisation processes (Wenger and Snyder 2000; Hart and Wolf, 2006; Ngulube and Mngadi, 2009). On the other hand, the organisational processes and associated behaviours in Thai universities seem to be constrained by the effect of the cultural values held by Thai people. A top-down structure, keeping a positive manner, compromising at work and senior management's patronage appear to reduce the effectiveness and efficiency in the organisation the behaviours may present the obstacles to the development of internationalisation processes in the universities.

4.4.2 Establishment of the Key Processes of Organisational Change

The Thai government is endeavouring to reduce the constraints of the hierarchical structure that has inhibited the effectiveness of management systems in public universities. The government has introduced a decentralised structure and a system of greater autonomy in public universities and for them to work towards good governance arrangements in their institutions (Kirtikara, 2002). Thus currently, the Thai government has strongly urged public universities to move towards greater autonomy by strengthening governance and in particular introducing good governance.

There are four characteristics of good governance that can be applied to universities: participation, consensus orientation, equity and inclusiveness transparency and accountability (UN, 2001). These four characteristics of good governance could be established as the key processes of organisational change in Thai universities in which they can build a flexible organisation, help the organisation to improve top level decision-making processes and increase organisational performance (see Fig.4.4). Participation is a predominant key processes change in Thai universities because it engages in a process of decision

making and the flexibility of management process which is constraint on the achievement of internationalisation of universities in Thailand.

Figure 4.4 The Characteristics of Good Governance

Good Governance
Participation
Consensus orientation
Equity and Inclusiveness
Transparency and Accountability

Source: Adapted from UN (2001)

Participation and Consensus Orientation

These two principles appear to have a relationship as it refers to the freedom of association of people to participate in decision-making without discrimination related to gender and class in the university (Dearlove ,1997). For instance, all lecturers and administrative staff should have a voice in decision-making in the faculty and university. There should be a ‘trust’ relationship between the members and senior managers (Dearlove ,1997).

Equity and Inclusiveness

It is important to ensure that all the staff of the university are able to feel that they have the responsibility at faculty and university level, to ensure that they feel they are ‘included’ (Abrams *et al.*, 2003). They need to know that they have opportunities to improve and contribute equitably in decision-making (UN, 2001).

Transparency and Accountability

Ensuring the free-flow of information accessible to all staff in the university. Moreover, staff should have adequate information and knowledge about the decision-making processes.

4.5 The Theoretical and Conceptual Framework

The research question of this thesis is *'How effective are the organisational processes by which university management is endeavouring to facilitate the change to more internationalised campuses in Thai universities?'*. Therefore, the focus is on organisational processes. There are three contexts in which the research question can be considered: Thai cultural values; communities of practice and good governance. Firstly the theory of communities of practice can help with an understanding of organisational processes and perhaps also provide pointers to improvements of these processes. Secondly, Thai cultural values influence the attitudes and behaviours of Thai people in organisations. Thirdly, good governance principles as a guide for organisational development have much in common with the day-to-day arrangements which emerge from communities of practice theory.

4.5.1 Communities of Practice

Communities of practice emerge and evolve when people with the same goals and interests, interact and participate and also share knowledge and experiences in order to tackle problems in the organisation (Wenger and Synder, 2000; Wenger, 2009). Thus, Wenger (1998) and Nichols (2002) suggested the relationship stages of a community of practice: discovering the relationship, growing the relationship, establishing the relationship, putting the relationship to work and reinventing of the relationship. Within community of practice theory, relationships between staff and senior managements are based on collective responsibility, show a significant degree of openness and trust which in turn lead to the sharing of ideas and knowledge and significant organisational learning.

4.5.2 Thai Cultural Values and the Hierarchical System

It has been shown that managements in Thai universities are based on hierarchical /bureaucratic systems (Weber, 1947; Mulder, 1996; Maguire, 2002; Holmes et al, 2003; Cavendish, 2007). With the ego orientation, individuals involved in senior

management in the university are more likely to work independently or individually where they have power in the organisation (Soupap,1975; Apapirom, 1976). In the organisation, staff are inclined to suppress their feelings and show their positive response to the senior management and they tend not to disagree because they should kreng jai or avoid offending others through any form of criticism (Komin, 1990). In Thai organisations, it is important for senior management to oblige, assist, guide and protect their staff and staff should show gratitude by expressing respect, loyalty and support to the senior management (Komin, 1991; O'Sullivan and Tajaroensuk ,1997).

The organisational processes in Thai universities may be explained by Thai cultural values and their subsequent behaviours. Firstly however, it is the acceptance of hierarchical relationships in Thai society which determines the importance of position and status in organisations. This limits the potential for equality between individuals and impedes social interaction. Second is ego orientation. Ego orientation in Thai culture is different from the understanding of 'ego' in Western culture because in Thai culture, the focus is more on self-protection, which has the effect of restricting openness to others. Also, there is a reluctance to work collectively in groups, but rather there is a preference to work more on an individual basis. Third is smooth interpersonal relationship which means that Thai people prefer to make good relationships with others in order not to draw criticism and possibly also to succeed in the workplace. Seeking to avoid conflict or criticism and may result in a limitation of discussion and the free-flow and sharing of ideas and learning. Fourth is grateful relationship which means that individuals have to show respect, allegiance and loyalty to any individual above them in the hierarchy. This can limit their ability to deal openly and candidly with others.

As illustrated in Fig 4.5, the exploration of communities of practice, Thai cultural values and good governance principles may give rise to disabling and enabling organisational processes. It may be the case that the behavioural characteristics

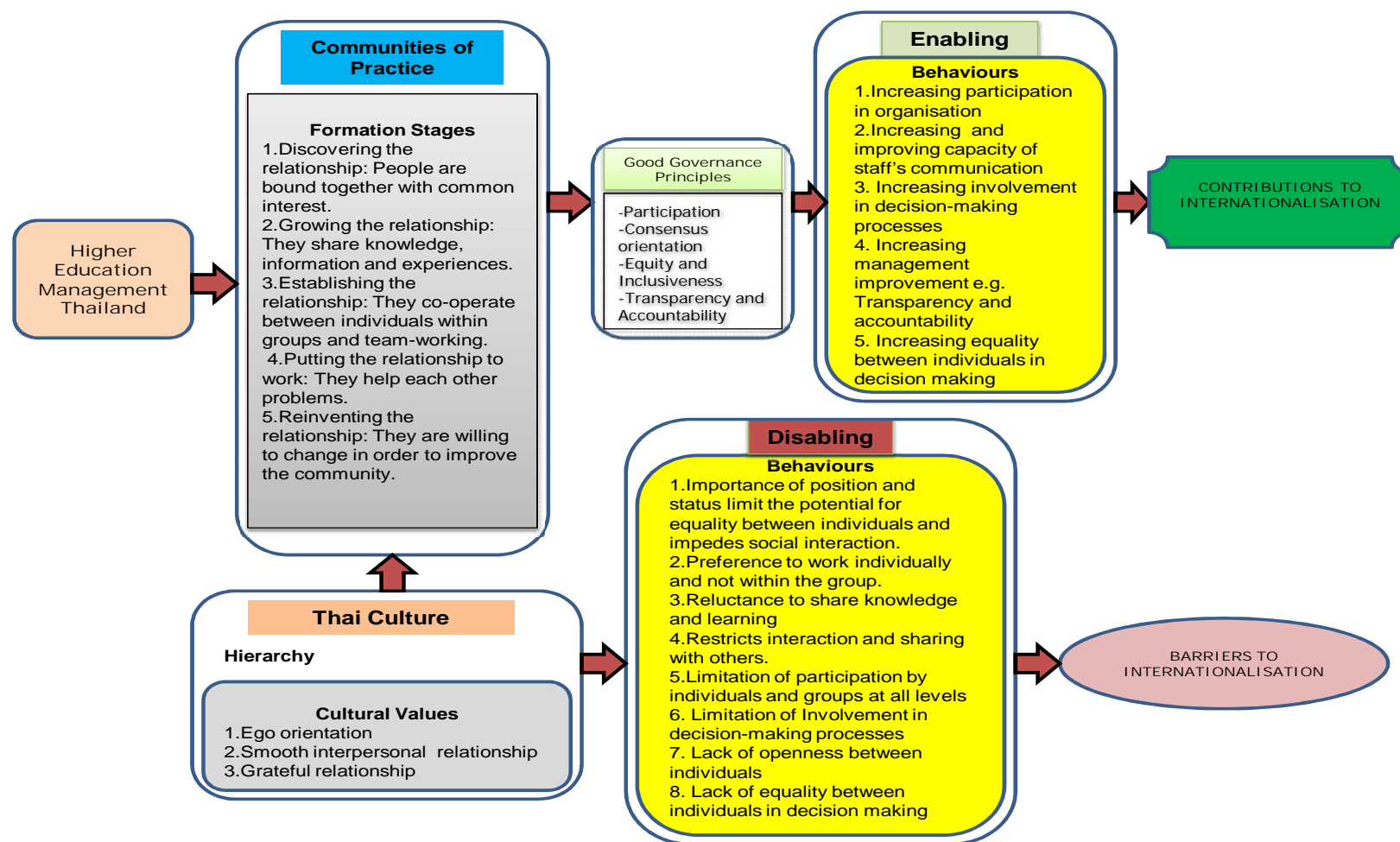
associated with Thai cultural values such as ego orientation and grateful relationship are barriers to organisational change and improvement.

4.5.3 Good governance

The concept of governance for higher education is regarded as the internal structure, organisation and management of autonomous institutions which emphasise the management process of the university to allow more flexible administration (Benjamin, 1993). The introduction of the good governance principles of participation, consensus orientation, equity, inclusiveness, transparency and accountability to the management of organisations is considered to have fundamental benefits. Moreover, it helps to reduce hierarchical structures, facilitating more efficient management and encouraging more autonomy in higher education institutions.

The proposed conceptual framework for this research brings these theoretical frameworks together and shows the link between them (See Fig.4.5). The proposed framework shows how that enabling and disabling behaviours can be created within organisations. For example, greater participation by staff in say decision-making in a university is considered to be a way to generate a feeling of greater acceptance and involvement, whereas placing importance on a person's status will restrict the potential for greater participation. It is considered that these behaviours have very different effects on the effectiveness of organisations.

Figure 4.5 The Conceptual Framework



4.6 Summary

In conclusion, communities of practice can be simply defined as groups of people with specific relationships and who share their experiences and learning (Wenger, 2002). Communities of practice behaviours can provide effective ways to promote knowledge-sharing and encourage creativity within organisations (Dougerty, 1995). Moreover, communities of practice support and create team- working (Nirenberg, 1995; Stewart, 1997). In the main, these behaviours help organisation's to be more effective in attaining their goals.

It has been shown that communities of practice provides a helpful framework in which to understand the organisational processes in Western universities with respect to internationalisation. However, in this research it essential when applying the theory in a very different cultural setting, to consider communities of practice alongside the influences on behaviour as a result of the values held by Thai staff in universities. At the same time, it is helpful to consider the likely influences of any introduction of good governance principles to university managements, as these principals are advocated by the United Nations and subsequently individual governments such as the Thai government.

Processes of internationalisation are happening in Thai universities but at an 'earlier' stage than in Western universities. External pressures on Thai universities are increasing because of the agreed arrangements for ASEAN as from December 2015. As the pressures for change grow, including the pressures for internationalisation, Thai universities will need to respond, including a consideration of new management arrangements on their campuses.

CHAPTER FIVE: RESEARCH METHODOLOGY

5.1 Introduction

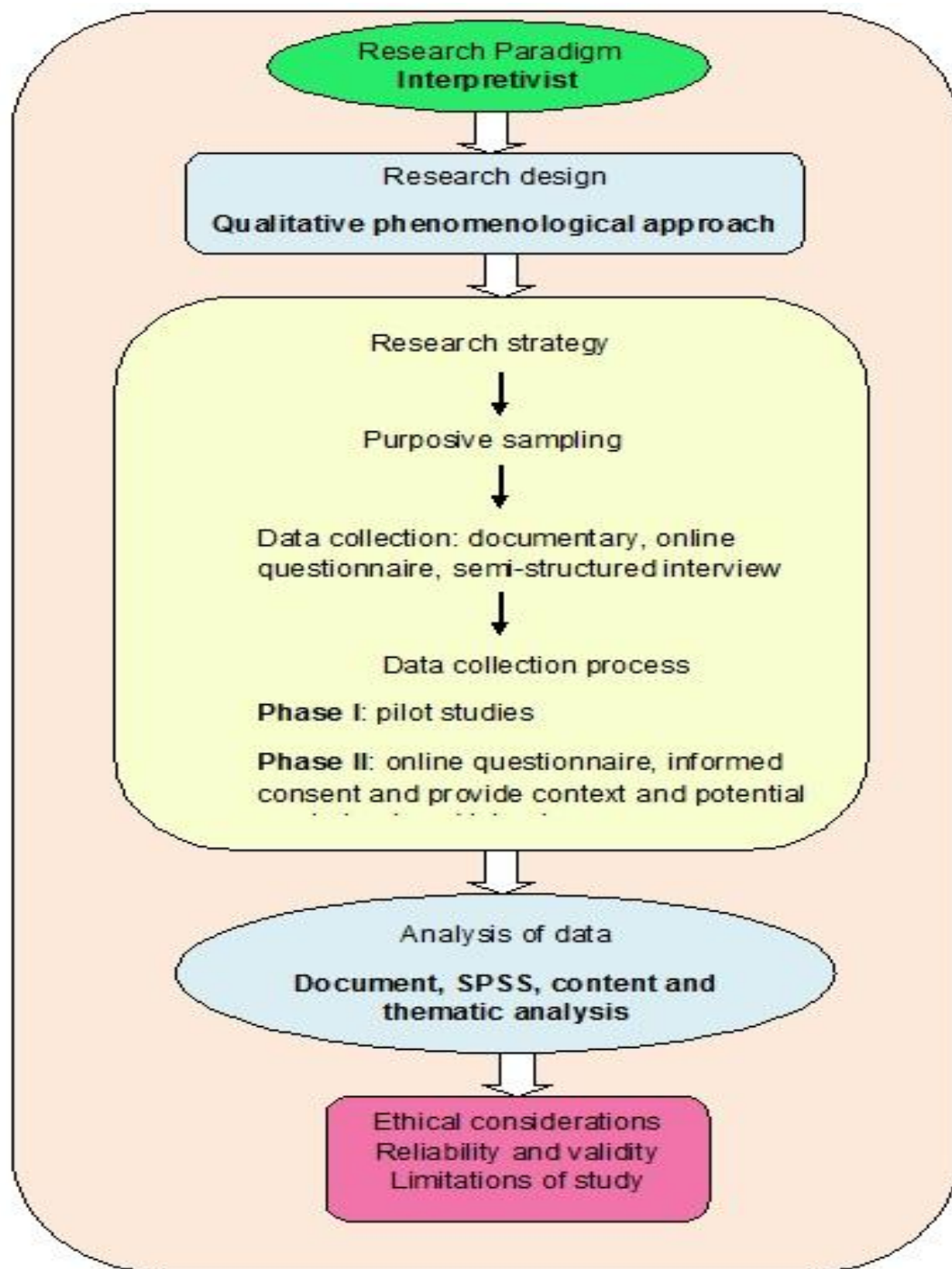
This chapter sets out the research methodology of this study. It presents the philosophical assumptions and the key aspects of the research approach that underpin this study. It is important for good research to have the right choice of selecting research design and strategy in order to make a clear expression for a research report (Denscombe, 2010). In doing so, philosophical assumptions are discussed. The predominantly interpretivist stance is identified, and discussed and explored with respect to the research question in this study, *'How effective are the organisational processes by which university managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?'* The choice of qualitative research approach for the research design is discussed along with some examples of qualitative research that have been done in management processes and the internationalisation of higher education.

In addition, the rationales for adopting the phenomenological approach are discussed. The details of the research strategy and methodology are outlined including the description of the selection of respondents and participants, data collection methods and ethical considerations. The two phases of data collection process, the on-line questionnaire and face-to-face interviews are illustrated based on the research objectives: (1) to outline Thai national policy on the internationalisation of universities; (2) to establish the key processes and management of change in faculty or department; (3) to explore the meaning of the concept of internationalisation as experienced by staff in universities in Thailand; (4) to evaluate the organisational processes which facilitate the change to a more

internationalised campus. Analysis of data such as SPSS analysis, content analysis and thematic analysis used in this research are discussed.

Additionally, reliability and validity of the research are reviewed to ensure its quality. Finally, the limitations of the study are outlined. The framework of the research methodology is shown in Fig 5.1.

Figure 5.1 The Framework for Research Methodology



5.2 Research Philosophy

Research paradigms and assumptions are essential for researchers since they are involved in the research topic, questions and methodology. An understanding of research philosophy helps the researcher to clarify and recognise research designs and to approach the research methodology with how data is collected and analysed (Hussey & Hussey, 1997; Easterby-Smith *et al.*, 2008). Research paradigm refers to a framework of research philosophy that guides the conduct of the research, based on philosophical assumptions about the nature of knowledge and social reality (Collis & Hussey, 2009). The two main research paradigms are positivist and interpretivist, underpinned by the two research assumptions; ontology and epistemology.

Figure 5.2 Assumptions of the Main Paradigm

Research philosophy	Positivist	Interpretivist
Ontological assumption	Reality is objective, existing independently from the human being existence and separate from the researcher	Reality is subject, internally constructed and it is seen by the participant
Epistemological assumption	Researcher is independent of what being researched	Researcher interacts with what is being researched

Source: Collis & Hussey (2009)

Ontological assumption is concerned with the nature of existence, nature of reality and the objective reality that really exists to understand how things are (Crotty 1998, Denscombe 2010:118, Easterby-Smith *et al.*, 2008). The positivist paradigm that is underpinned by the ontological assumption refers to reality as objective, existing independently of human existence and separate from the researcher. For the ontological interpretivist, reality is subjective, internally constructed and it is experienced by the participant (Collis & Hussey, 2009).

On the other hand, epistemology is concerned with the study of knowledge and the nature of knowledge that examines the root, methods and human knowledge limitations (Hussey & Hussey 1997; Willig, 2001; Cresswell, 2007). Epistemology is the way in which knowledge of reality is obtained and how to describe what can be known by explaining how knowledge is generated (Easterby-Smith *et al.*, 2008). The positivist paradigm that underpins the epistemological assumption believes that the researcher is independent of their research, and the epistemological interpretivist believes that the researcher interacts with the research (Collis & Hussey, 2009).

5.2.1 Positivism

Positivism is the social world existing externally and that its properties should be measured through objective methods rather than being inferred subjectively through sensation, reflection and intuition (Hussey & Hussey, 1997; Easterby-Smith *et al.*, 2008). Positivists attempt to look at the universal behaviour and view knowledge as objective and believe that the researcher has to explain, control and predict reality, which is not influenced by the investigating action (Collis and Hussey, 2009). Since positivists claim that reality is objective and singular, thus the research can be illustrated by presenting an explanation of the existence of causal

relationship in data to understand social phenomena. This refers to the way to the measurement of objective reality (Collis & Hussey, 2009; Denscombe, 2010).

Positivism implies that the goal of research is to produce objective knowledge or understanding which is impartial and unbiased, based on a view from outside without personal involvement or vested interest on the part of the researcher (Willig 2001). However, there are some limitations of positivism that might notable to be explain social science. Positivism considers that humans are independent from the objective which does not establish human mind, and it declines human being and behaviours e.g, feelings, attitudes, behaviour and perceptions, in in-depth detail (Denscombe, 2010). It does not allow the researcher to examine interpret their experiences and human ability to construct their social reality, and this results in a lack of richness and in-depth information which means it is unlikely to understand people without examining their activities (Lincoln & Guba, 2005; Strauss & Corbin, 1998; Collis & Hussey, 2009).

5.2.2 Interpretivism

The interpretivism paradigm states that the world and reality is not objective, people construct and give meaning to the social world and reality (Easterby-Smith *et al*, 1994). It also refers to the assumption that social reality is subjective and to the increase of knowledge of reality through the construction of social reality and the implications for human experience and social practice (Hughes, 1990; Hussey & Hussey, 1997). Reality is not out there but in the mind of people that focus on what people, individually and collectively are thinking and feeling, thus the interpretivist allows respondents to participate in the research being studied (Easterby-Smith *et al.*, 2008). The interpretivist paradigm states that observation and explanation are the way that researchers seek to discover the aspects of the social world, therefore their explanations are influenced by their own expectations and creations of the social world (Denscombe 2010).

The purpose of interpretivism is to search for feelings, ideas, attitudes and beliefs that influence human behaviour in social reality and is involved with the knowledge of the social world which depends on human capacities (Crotty, 1998; Collis & Hussey, 2009). The world is viewed in different behaviour and required a different logic of response, consequently, interpretivism describes real direct experiences that happen daily and can interpret the experience of participants in order to understand the essence of the experience as perceived by the participants (Mc Millan,2004). Interpretivist thought is that the investigating action affects social reality, with the interaction of researchers with the research, focusing on discovering social phenomena, while positivist thought emphasises observation and measurement of objective reality.

The interpretivist paradigm is adopted in this study because it provides the explanation of social phenomena through interpretive understanding within the context (Collis & Hussey, 2009) and it allows the researcher to explore and obtain access in-depth detail of human action (Crotty, 1998). Furthermore, this paradigm allows the researcher to approach participants in order to understand and interpret the cultural and social context of human lives, and it provides the individual perspective and experiences in depth and rich data (Lincoln & Guba, 2005). In addition, concerning the relevance of to this study and research questions outlined in Chapter One, it is believed that interpretivist paradigm is required for this study - to explore the understanding of meaning of internationalisation by staff on an individual's perceptions and experiences toward the evaluation of organisational processes for internationalising the campus (or socially constructed reality).

The subject could be identified as the participants who are involved in internationalisation in universities in which the concept of communities of practice is adopted to evaluate the organisational processes for internationalisation in Thai universities. Despite interpretivism being selected in this study, the positivist paradigm is also combined because the design component and logical connections

are vitally important for research design to attain research goals (Maxwell, 2005). Indeed, positivist or quantitative techniques would gain access to the participants and provide an overview of information on internationalisation of universities in Thailand across the country. In the next section, the rationales for qualitative approach which derives from interpretivist is discussed.

5.3 Rationales for Qualitative Research

Qualitative methods concern the quality and texture of experience, the examining and reflecting on perceptions in order to gain an understanding of social and human activities and attempts to explore with the meaning rather than consider in quantity numeric data, the identification of cause-effect relationships, and to gain the in-depth, value and complexity of phenomena (Hussey & Hussey 1997; Willig 2001). This allows qualitative researchers to explore the meaning of how people make sense of the world, how they experience events and what it is like to experience particular conditions (Finlay, 2007). The qualitative research appreciates data in the form of words, text and images (Denscombe 2010:132) and this provides qualitative research an in-depth richness and interactivity (Bickman *et al*., 1998; Corbetta, 2003).

The key strength of qualitative research is the richness and depth of information to explain and explore the phenomena and it can provide a rich and detailed context interpretation of experience and it also allows the researchers to gain information about the human phenomenon such as opinions, behaviours, beliefs, and relationships of individuals (Miles & Huberman, 1994; Creswell, 2008). Another advantage of qualitative methods in exploratory research is that the open-ended questions give participants the opportunity to respond in their own words, e.g, meaningful and culturally salient to the participant, unanticipated by the researcher and rich and explanatory in nature, rather than forcing them to choose from fixed

responses. Besides, qualitative methods allow the researcher the flexibility to probe initial participant responses (Silverman, 2009).

5.4 Quantitative and Qualitative Approaches

In contrast, quantitative is objective and external and addresses a view of social reality; quantitative research focuses on the numerical data in the collection and analysis of data (Bryman & Bell, 2007). In addition, Bryman & Bell (2003) stated that:

‘...it was described as entailing the collection of numeric data and as exhibiting a view of the relationship between theory and research as deductive, a predilection for a natural science approach’ (Bryman & Bell, 2003: 68)

Quantitative research refers to a basic belief in the need for data in the form of numbers or the study of things that can be measured (the quantitative research is associated with a realist ontology and positivist epistemology explain on the idea of social world, existing out there and the research is able to measure the objective) (Denscombe 2010:130). For instance, quantitative research methods involve collecting and analysing numerical data and applying statistical tests and they are useful for examining and providing information for the researchers in quantity numerical data rather interpreting in-depth meaning context (Hussey and Hussey 1997). Despite both quantitative and qualitative methods regarding differentiation of the nature of knowledge, namely purpose of the research, understanding the existing world, data collection method and data analysis method (Myers, 2009), there are differences in the process of research as shown in Fig.5.3.

Figure 5.3 Quantitative and Qualitative Research Processes

Process of Research	Quantitative Research	Qualitative Research
Intent of the research	Test a theory deductively to support or refute it	Understanding meaning individuals give to a phenomenon inductively
How intent is focused	<ul style="list-style-type: none"> • Ask closed-ended questions • Test specific variables that form hypotheses or questions 	<ul style="list-style-type: none"> • Ask open-ended questions • Understand the complexity of a single idea (or phenomenon)
How data are collected	<ul style="list-style-type: none"> • Numbers • From many participants at many research sites • Sending or administering instruments to participants 	<ul style="list-style-type: none"> • Words and images • From a few participants at a few research sites • Studying participants at their location
How data are analysed	<ul style="list-style-type: none"> • Numerical statistical analysis • Rejecting hypotheses or determining effect sizes 	<ul style="list-style-type: none"> • Text or image analysis • Themes • Larger patterns or generalisations

Source: Creswell et al (2002)

In Fig. 5.3, it is seen that there are differences between qualitative and quantitative research methods through process approach and they both provide advantages and disadvantages for research. Myer (2009) claimed that the study of organisational learning for research methodologies clarifies that quantitative research examines general trends over samples and population and emphasises quantification or numerical data while qualitative research is an in-depth detailed study of social phenomena and emphasises text (Myer 2009). Therefore, it can be seen that quantitative research has the limitation of providing detailed interpretation and less elaboration of human attitudes, opinions, perception and feeling which is not suitable for the purpose of this research.

The reason for adopting a qualitative study is because it is argued that qualitative data is best representative for researching human experiences and beliefs (Domegan and Fleming, 2007 and Henning *et al.*, 2004) and it allows this study to increase the understanding of the social creation, organisational issues and to understand the individual experiences, focusing on a few participants and identifying personal stance in this research (Denscombe 2010). It also enables the researcher to gain an open, wider view and flexibility to interpret and explore the inter-relationship and to explore and the researcher is allowed to discover unknown issues by examining participant attitudes: 'how' and 'why' (Silverman, 2009). Second, according to research questions, the experiences and the knowledge of participants are explored and examined. Third, the detailed view of the research is needed to clarify the situation. Fourth, the study of individuals natural setting is part of qualitative research. This involves going out to the setting or field of study, gaining access, and gathering material. In this research, the interview was conducted with individual participants in a particular area. Fifth, the interest in writing in a literary style is adopted in a qualitative approach. This allows researcher to describe and interpret their study in writing. Furthermore, it provides the information on how people experience events and aims to understand what it is like to experience particular conditions and how people manage certain situations

(Creswell 2003:30). For instance, the researcher seeks to listen to participants and build understanding based on their ideas i.e. how staff understand the meaning of internationalisation and effective organisational processes in a more internationalised campus, by adopting the concept of communities of practice. In addition, there has been little written about adopting concept of communities of practice in the organisation in higher education in Thailand. Therefore the investigation process is required in this study.

Thus, the research concludes that an interpretivist view using qualitative research approach towards an holistic understanding of processes is a suitable method for this research.

5.4.1 Example of Qualitative Research

Research employing a qualitative approach in the internationalised organisation has dramatically increased (Soderqvist, 2002; Caruana and Spurling, 2007; Chan and Dimmock, 2008). To obtain individual perspective and experiences in depth and rich data (Lincoln and Guba, 1985), the study of internationalisation and its management in higher education institutions by Soderqvist (2002) adopted an interpretivist qualitative approach to examine how middle management in the internationalisation of higher education institutions understands the management of internationalisation through the case study approach. He conducted ten in-depth interviews with middle managers of internationalisation in Belgium and Finland to explain and explore the phenomena and interpretation of experience .

Wihlborg (2005) studied a pedagogical stance on internationalising nurse education from the perspectives of students and teachers using qualitative research through in-depth interview as a methodology.

Gacel-Ávila (2005) adopted qualitative research to explore internationalisation as a new educational vision to contribute to global society. Caruana and Spurling (2007) used a qualitative research method for the research project in 'internationalising the curriculum' and the support of international students' in the UK.

Cesca (2008) investigated the initiatives in higher education that are encouraged and pursued in order to internationalise the sector in Brazil using a qualitative method to examine and explore the views of the variation of participants involved in the discussion of internationalisation of higher education and the rationale for their opinions.

Chan and Dimmock (2008) examined why and how universities internationalise and explored through qualitative case studies the concept of internationalisation. Data were collected from both universities and from three groups of people who had different sources and interviewees (in-depth interviews were supplemented by documentary analysis). Data were collected primarily through interviews and documentary analysis with the grounded theory. This work differed from existing research because it employed case studies as a research method.

St-Onge *et al.*, (2009) studied manager motivation to evaluate subordinate performance. It focused on one of the most frequently cited problems in the performance management process - the prevalence of performance appraisal distortion through semi-structured interviews with managers. This research showed the main contributions that from a methodological point of view, using a qualitative research design to investigate the appraisal of subordinates' performance in the organisation was useful because it allowed us to reduce the gap between research and practice.

Montgomery (2010) studied social factors and learning environments of international students, comparing the culture of internationalisation in higher

education between West and East and international student advisors in faculty using an interpretivist approach to qualitative research.

It can be seen that qualitative method using interview technique has been widely employed in management research and in the internationalisation of higher education as mentioned by those studies. And this helps the researcher to set up research fieldwork in data collection using semi-structured interviews technique. because it allows the researchers to obtain rich information about human experiences namely, behaviours, opinions and beliefs (Creswell, 2007). Since the thesis seeks to obtain an in-depth and rich information about human experience, according to the research question, the qualitative method was considered the most effective and suitable method for this research. Since there are a number of qualitative research methodologies, a selection of research methodology will be discussed in the next section.

5.5 The Chosen Research Methodology

In this section, the methodology adopted for this research is examined, and the rationale for the choice of phenomenology approach is discussed. Interpretivism can be identified into the five approaches of biography, ethnography, case study, grounded theory and phenomenology (Neil, 2006 and Creswell, 2007). Biography refers to the study of human story which a researcher might investigate and they should be able to interpret the interviews into the narrative. (Denzin, 1989). Ethnography attempts to investigate typical concepts, grounded in cultural anthropology and the meaning of a social-cultural system to understand a group of people (Silverman, 2005; Richie and Lewis 2003). Case study tends to examine a contemporary phenomenon within real-life situations focusing on in-depth activities or events (Cresswell 2007). Grounded theory focuses on emerging the analysis of theoretical notions or ideas. It is required to identify the theory with specific components such as strategies; phenomenon and causal conditions (Denscombe,

2010). Since the purpose of the thesis is to evaluate the organisational processes which are facilitating the change to a more internationalised campus in Thai universities, it seeks to obtain rich and in-depth information on human experiences; therefore biography, ethnography, case study and grounded theory are not appropriate methods for this research. However, phenomenology method which describes the structure of human experiences and interpret in-depth information and perceptions (Cresswell, 2007) seems to provide similar perspectives to this research, therefore to discover the experiences of staff on internationalisation, phenomenology is selected as an appropriate approach for examining the lived experienced of being human (Cresswell, 2007).

5.5.1 Phenomenological Approach

This research adopts a phenomenological approach as a suitable method to evaluate the organisational processes of the internationalisation of higher education. With the phenomenological approach, the university staff experiences of internationalisation of universities can be explored and investigated as it interprets the participant's experience in everyday life and to understand the core of participants' experiences; as Mc Millan (2004) stated,

'Phenomenological research describes real direct experiences that happen daily and can interpret the experience of participants in order to understand the essence of the experience as perceived by the participants' (Mc Millan ,2004,:273).

Phenomenology was founded and developed by Husserl (1931/1970). Husserl claimed that the phenomenological approach underpins the development of articulate description and the understanding of daily life-world human experience.

' Every experience and every other way we are consciously involved with objects clearly allows of a "phenomenological turn," a transferral into a

process of "phenomenological experience." In simple perception we are directed toward perceived matters, in memory toward remembered matters, in thinking toward thoughts, in valuing toward values, in willing toward ends and means, and so on.' (Husserl, 1931:237).

Husserl (1931) explained that the life-world consists of objects in the world that people recognise and notice from experience, feeling, body and relationships. This implies that the direction of life-world suggests to the person's lived situation and social world. Phenomenology attempts to obtain conditions for the subjective study such as consciousness and experiences (emotions, judgments, and perceptions). An individual's consciousness is often guided at objects (something) in the life-world. There is a relation between a person and consciousness of an object that is significant to the person.

Phenomenology is an important approach for examining the process of direct experiences and learning in human and it also explores the lived experience of being human; the phenomenological approach tends to develop a clear and accurate description and understanding of a particular human experience or experiential moment (Moustakus 1994; (Cresswell, 2003). Phenomenology focuses on describing the structure of human experience and perceptions which identifies phenomena and the meaning of the experiences of participants by gathering deep information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the participants (Moustakus 1994; Lester,1999).

For instance, a study of exploring the lived experiences of women undergoing breast biopsy or the lived experiences of family members waiting for a loved one undergoing major surgery was one study of phenomenological research (Byrne 2001). For management research, the research in organisational and management can be studied through qualitative phenomenological research in order to gain human knowledge and lived experience (Gummesson, 2000) as

phenomenology is one valuable qualitative method that contributes to discovering the core of lived experience (Ehrich, 2005). There are a number of scholars who have adopted phenomenology research to explore human experiences in management studies and they found that it is a useful tool for examining organisational and management studies (Gibson and Hanes, 2003; DeSanto & Moss, 2004; Gibson, 2004; Anosike *et al.* 2012).

For instance, Gibson & Hanes (2003) investigated the experience of being mentored for a women's faculty using phenomenology enquiry into organisation. Gibson (2004) adopted phenomenology qualitative research examined organisation and management behaviour. The work of Anosike (2008) examined the study of the experiences of managers who are implementing internal marketing in their organisations using phenomenology research (Anosike, 2008). Recently, Anosike *et al.*, (2012) employed phenomenology to explain the capacity to produce effective phenomenological research as a qualitative research method in empirical research to investigate management phenomena. They claimed that phenomenological research was useful to create an understanding of richer and deeper of management practice (Anosike *et al.*, 2012).

The main reasons for choosing the phenomenological approach is that this method brings a rich description of human experience and the essence of meaning (Lester,1999); this research could help understanding of how university staff experience internationalisation, examine organisation and management behaviour. and another reason was that an interpretation of phenomenological research, enables the research to be employed as the basis for practical theory and provides support or challenge to policy and action (Lester 1999). Accordingly, phenomenology can be a worthwhile research methodology to use for examining human lived experience in management related research (Ehrich, 2005). It is a valuable qualitative method that contributes to discover the core of lived

experience in organisational and management studies (Gibson and Hanes, 2003; Ehrich, 2005), as a result, it is an appropriate method for this research.

5.6 Research Strategy

Recognising that it is essential to develop research strategy with respect to the conceptual framework in order to identify the primary and secondary data and the analysis method, as a result this section provides the detail of the development of research strategy that is employed in this research (Bryman and Bell, 2011; Cresswell, 2003). This section explains the detail of research strategy namely the selection of respondents and participants and the data collection process. It discusses the rationale for conducting the purposive sampling to select the respondents and participants.

The research strategy adopted was the qualitative phenomenological study. According to the research question and objectives which seek to evaluate the organisational process facilitates to change to a more internationalisation of universities by adopting the concept of communities of practice, communities of practice which is involved with the daily human experiences in the organisation is evaluated through phenomenological study in order to discover the meanings in daily existence and to seek understanding of the lived experience (Mc Milan, 2004) and it is also used to identify the understanding and the meaning of the experiences of participants (Moustakus 1994).

Data collection process in this study was identified into two phases: the online questionnaire and face-to-face interviews using semi-structured interviews. Pilot studies were initiated with these two parts. Pilot online questionnaires were conducted with ten academic staff and two administrative staff from the university in the UK and Thailand. Pilot interviews were conducted with eight academic lectures who had a PhD degree, three interviews were done in the UK with the

other five from the senior lecturers from universities in Thailand. The face to face, semi-structured interview was employed to evaluate the organisational processes which facilitate the change to a more internationalised campus by adopting the concept of communities of practice.

5.7 Selection of Respondents and Participants

The purposive sampling was conducted to select respondents and participants for this research on the basis of their experiences of involvement in internationalisation and organisational processes. It was important to select the right participants who have experience with internationalisation so they could provide in-depth and insight of the internationalisation process and it is also a convenient method to obtain the required information (Patton, 1990). Purposive sampling seeks to obtain an in-depth understanding of chosen participants and it can provide the important information from the particular participants that other methods cannot (Maxwell, 2005). A purposive sampling with non-random method was employed in this research. This allowed the researcher to select the individual participant with relevant experience and knowledge and it is easy to access to the particular samples Tongco (2007).

The fieldwork started with an online questionnaire for purposive sampling which was presented in the 'Fieldwork' section in this chapter. The use of an online questionnaire was to seek respondents and participants based on their experience and knowledge relevant to the research. Purposive was used to draw the samples from the directory of Thai Higher Education Institutions 2008. There were a total of 116 universities in Thailand which can be divided into two categories - public and private universities. There were 77 public universities and 39 private universities. Of 116 universities there were some universities that were not used in this study because of their characteristics of the universities such as religious and international franchise. After cross-checking a number of universities which were

not relevant to the sampling frame, the total number of samples were 104. There were 74 public universities and thirty private universities which were selected to be samples for the research which were likely to be relevant to the purpose of the research.

The selected respondents such as vice presidents for international relations and deans of faculty of business of each university were picked with careful criteria and they were most able to provide data related to the research questions and purpose of the research. There was a total of 208 potential participants from 104 universities in Thailand, 148 from public universities and 60 from private. Vice presidents in international office were selected because they were the most powerful for international matters in the university. Deans of faculty of business were selected because most faculties of business administration in Thailand had international programmes in their faculties, thus the dean of faculty of business seemed to be involved in international matters more than deans of other faculties. Also vice presidents in international office and deans were selected because they were university board committees and policymakers and they are also involved in internationalisation issues.

The rationale for this sampling selection was that the samplings were involved in international activities and they could provide the dominant and rich information on the internationalisation of the universities, which could help to answer the research questions of this research (Brown 2005).

5.8 Ethical Considerations

In the first year of this study, the study was required to submit a completed ethic form by De Montfort University Research Committees. The ethics form was completed with all the details associated with the research project. Some risks that

might occur during interview fieldworks such as the risk of travelling between UK and Thailand and a risk in approaching the interviewees as the interviewer was a woman. These risks were clearly identified by the researcher. During the fieldwork, the consent form was not given to each participants to sign before the interview was made. The reason behind this was it is unacceptable for Thai people, particularly in higher position to give signature to anyone. However, participants had agreed to be interviewed by confirming their names and emails in the last question in the internet questionnaire. Therefore they agreed to be interviewed. Moreover, confidentiality was a concern. Before starting the interview, participants were asked for the tape-recording and were told that it would be kept confidentially and would not be revealed without their permission.

5.9 Data Collection Method

In this study, data was collected by using two techniques - documents, and in-depth interviews. Documents collecting were identified into several source e.g., university websites, journals, publications and newspapers. One of the reasons for choosing online questionnaire was the technique to gain participants for the interviews in phase two of the research. Interviewing participant was the appropriate way to gain in-depth information and understanding of human's experiences (Robson, 2002). The process of data collection was conducted according to the research questions and research objectives. The period of data collection started on 25th June 2010 to the 15th December 2010. The interview schedule consisted of fifteen open-ended questions that presented the way to explore and answer the research question and research objectives of this study. The semi-structured interview was conducted because it allowed the research to obtain data with respect to the research questions such as the meaning of internationalisation, the effect of internationalisation, the extent of internationalisation, action and arrangement for internationalisation and the

organisational processes for internationalisation by adopting concept of communities of practice.

The online questionnaire will be introduced in the next section of this chapter as it played a role as a filter for the semi-structured interview.

5.9.1 Online Questionnaires

Despite this research adopted qualitative method which desired to obtain the in-depth and rich data from senior staff however, online questionnaire instrument was initiated as a strategy to approach and gain access to the participants in the follow-up interview fieldwork and also to obtain information on internationalisation issues. The online questionnaire had a number of advantages including low cost, save time and high response rates, and convenient (Shannon & Bradshaw, 2002; Wright, 2005; Fricker, 2008). The on-line questionnaire instrument was created from the website of www.speedsurvey.com. This website provided an online survey software and web-based hosting.

The online questionnaire was developed based on two conceptual frameworks in the literature - the internationalisation of higher education and communities of practice which helped to establish conceptual themes in the literature which were internationalisation of higher education and communities of practice (Wenger *et al.*, 2002; Elkin *et al.*, 2005; Knight, 2008) using a Likert scale to answer the research questions. The concept of internationalisation by Knight (2008) and the eleven dimension model of internationalisation established by Elkin *et al.*, (2005) highlighted the elements of international activities that could be a framework to examine the meaning of internationalisation in the university and how university internationalisation is. Second, the research stated that communities of practice helped an organisation handle problems and it was an effective way to share knowledge in an organisation (Kets De Vries, 1999; Lesser & Storck, 2001; Wenger *et al.*, 2002).

The questions in the online questionnaire had three sections - Section A which is about personal information, Section B which concerns views on internationalisation and organisational processes for internationalisation and Section C which was meant for additional questions. Each main question has in addition an open-ended question for participants to give their comments. Open-ended was used in Section C asking two questions; the key persons who make decisions concerning internationalisation in your Faculty/Department and the further comments about internationalisation in their University.

5.9.2 The Process of Informed Consent

This process began with the preparation of letter to participants. The letter was issued and signed by the researcher's first supervisor (see Appendix 3). The letter content included an introduction of the researcher, the purpose of the research and a statement that the study involves research. For instance, the message in the letter informed them about the research project and requested them to participate in the questionnaire or pass it onto someone involved with international activities and if the participant is willing to complete the questionnaire, they send an email to notice the supervisor. Letters were sent to Vice Presidents of International Affairs and Deans of Faculty of Business in each university. The email received by the respondents indicated their willingness to participate in the research.

5.9.3 Semi-Structured Interview

The interview tends to seek the understanding of meaning of the subjects and focus on the depths of reality of situation, thus interviewing is a tool for gathering data through talking with people and asking them questions (Woods, 2006). Semi-structured interview allows the researcher to discover participants' beliefs and to

interpret individual experiences and feeling (Crewell, 2003). Semi-structured interviews comprise open-ended questions based on the intention of researchers on the topic areas study. The open-ended questions develop the understanding between people and trust. Second, it provides the richness of in-depth interview. Third, it is more flexible to allow the researchers to explore information provided which is of a more confidential nature (O'Leary, 2005). The interviews are particularly useful for obtaining the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as a follow-up with certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999). Semi-structured interviews are conducted in this research in order to encourage two-way communication and providing the opportunity for learning as well as the reasons for the answers (Patton, 1990). The semi structured interview is not formal like the structured interview. It is more flexible and adjustable, and begins with more general questions or topics which allow the interviewees to express their views, thoughts, opinions and experiences. The flexibility of semi-structured interviews is more significant than the limitations of statistical analysis. In fact flexibility both in designing and refining the interview guides and in actually conducting the interviews is probably the most important key to success in using this technique (Horton *et al.*, 2004).

Therefore, to obtain deep detailed information and understand the perspectives of participants on their experiences and attitudes, and to explore and interpret participants' responses, semi-structured interviews are an appropriate tool for this research (Adam & Cox, 2008).

Since this thesis adopted semi-structured interviews to explore participant experiences, all interviews were conducted with the semi-structured interview.

Each interview started with asking questions from the interview schedule (see Appendix 5) and then the interviewer expanded more detail from unstructured interview questions that were relevant to the interview schedule to gain further information (Denscombe, 2010).

The aim of the semi-structured interviews was to evaluate the organisational processes which facilitate the change to a more internationalised campus by adopting the concept of communities of practice. The interview schedules were designed based on the two conceptual frameworks in the literature (Internationalisation of higher education by Knight ,2004 and Elkin et al ,2005 and Communities of Practice by Wenger ,2002) that derived from the literature and the research questions and objectives (Horton *et al* ,2004) and how the theory of communities of practice is embedded the department or organisation in the universities.

Firstly, the concept of internationalisation by Knight (2008) and the eleven dimension model of internationalisation established by Elkin *et al.*, (2005) highlighted the elements of international activities that could be a framework to examine the meaning of internationalisation in the university and how university internationalisation is. This framework was also useful for the research to indicate the extent to which a university had become effectively internationalised and it was a useful tool to investigate the experiences of internationalisation and understanding of meaning of internationalisation by university staff (Knight, 2008; Elkin *et al.*, 2005). Secondly, the research stated that communities of practice helped an organisation handle problems and it was an effective way to share knowledge in an organisation (Kets De Vries, 1999; Lesser & Storck, 2001; Wenger *et al.*, 2002). Since one of the obstacles to internationalisation of a university was a lack of organisational structure or office responsible for internationalisation (Knight, 2004), it was essential to have a particular department responsible for international arrangements. Therefore, it was thought that there

was a need to investigate the organisation for internationalisation in respect with the arrangement and the readiness of Thai universities to become internationalised. A justification of the interview schedule and questions with respect to the conceptual framework are shown in Fig.5.4.

Figure 5.4 A Justification of the Interview Schedule and Questions with Respect to the Conceptual Framework

Conceptual Framework	Interview schedule
Meaning of Internationalisation	<p>1.Can you tell me what you consider 'internationalisation' to mean on your campus?</p> <p>2.Can you describe to me the extent of internationalisation on your campus?</p> <p>3. Can you explain to me the main priorities which you or your faculty/department have in order to internationalise the campus</p> <p>4. Do you think that the trend in greater internationalisation of your campus is desirable?</p>
Communities of Practice	<p>5.Is there a particular department responsible for internationalisation on your campus?</p> <p>6. Does the university or your Faculty/Department have a plan or strategy for Internationalisation?</p>

5.10 Data Collection Process

The data collection process was identified into two phases: (1) online questionnaire and (2) face-to-face interview.

Phase I Online Questionnaire Survey

After compiling samples from email responses, the process of online questionnaire data collection was initiated by sending it to the responder by email. The email consisted of guidance, an introduction of research and a hyperlink to the questionnaire, and was sent to the respondent. Then the email reminder was sent to non-response respondents. After that data were compiled for analysis. The schedule plan for this phase is shown in Figure 5.5

Figure 5.5 Schedule Plan for Data Collection

Activities	Year 2010								
	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
Draft a letter									
Send letter to participants									
Compiling response from email									
Send an online questionnaire via an email									
Send a reminding email to non responses									
Compiling data an analysis									
Select the interviewees									
Conduct the in-depth interview									
Data Analysis									

Phase II Face - to - Face Interview

The interview schedule was reviewed and comments by professional lecturers. Forty interviewees were selected following the response from the online questionnaire. The interviews were carried out in Thailand. The arrangements for each interview were made with email and telephone. Semi-structured interviews were conducted with the senior staff such as the president of the university, vice presidents, deans, directors, deputy deans, heads and lecturers who were involved in the international activities in university, faculty and department. Tape recording and note-taking were done during the interview to obtain important information. Before starting the interview, each participant was asked for permission to use a tape recorder. The interview schedule consisted of fifteen questions. There were six questions about organisation and nine questions about internationalisation of the university.

5.11 Analysis of Data

There is no doubt that the process of data analysis is very important in any research project because it is a process of generating the data into form, group and categories, to understand the phenomenon (van Manen, 1990; Silverman, 2009). Data analysis regards a pattern to describe the objectives of phenomenon study (Neuman, 2003). The interview data was used in analysis by setting up the themes and categorised and coded (Creswell, 2003). The data were collected from two sources - online questionnaires and interviews. The process of data analysis is illustrated as follows.

5.11.1 Content Analysis and Thematic Analysis

Content analysis

In this study, the analysis of interview data consists of two approaches: content analysis and thematic analysis. The process of interview data analysis was done manually. It is argued that content analysis refers to a research method for making invalid inferences from data to their contexts (Krippendorff, 1980:2) in which it allows the researcher to determine and analyse the words relating to their meanings to understand the data in the text (Neuendorf, 2002; Krippendorff, 2004) which is interpreted through the system of classification and identification themes, as Hsieh & Shannon stated:

'a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns' (Hsieh & Shannon, 2005:1278).

Qualitative content analysis focuses on the process of interpretation of subjective and it refers to a method that interprets text by identifying the repetition of messages which allows the researcher to make inferences in the texts (Braun & Clarke, 2006). The purpose of content analysis is to establish a model to illustrate the conceptualised phenomenon frame which involves the coding categorised from the text data through analysis of initial codes and interpretation (Hsiu & Sarah, 2005). In other words, content analysis is a way to describe data by categorising, synthesising and interpreting the available material (Creswell, 2005). It is claimed that content analysis is a flexible and easy method which allows researcher to identify meaning from text data and it is a useful techniques to produce interpretation of qualitative analyses (Tuckett, 2005).

The data was coded in categories and analysed. Coding categories were devised based on the findings and the key themes based on the literature on the

internationalisation of higher education and the concept of communities of practice. The process of content analysis could be illustrated in three stages (Burnard,1996; Padgett,1998; Hsieh & Shannon 2005). First, open coding refers to a process of identifying the information that relates to the themes and research questions such as actions or events (Strauss & Corbin 1998, Padgett,1998; Strauss & Corbin 1998). Second, there is the process of grouping the lists of headings from similar content into high order groups. In doing so, those action or events into categories grouping that are found to be conceptually similar in nature or related in meaning. Third, categorisation refers to a process of interpretation the phenomenon into categories. In other words, the decision for interpretation are made to illustrate the categories by focusing on exploring and demonstrating the relationships of the categories (Cavanagh 1997). The interview data was analysed and interpreted by the following themes and sub-themes.

Thematic Content Analysis

It is important to point out the importance of consistency of data analysis method rather than types of data analysis method, therefore, thematic analysis could be a flexible analysis method that helps the researcher to examine themes in a number of ways (Braun & Clarke, 2006).Thematic analysis is a research method that is flexible for researcher to interpret detail and rich data as Braun & Clarke (2006) defined thematic analysis as:

‘Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail’. (Braun & Clarke, 2006:6).

Thematic content analysis is a descriptive application of content analysis of qualitative data. Moreover, thematic analysis is regarded as a method that examines meanings and experiences of participants which illustrate meaning of

experiences individually and in social context (Braun & Clarke, 2006). It is argued that thematic content analysis is a useful method in identifying the data and guiding to data categorisation (Krippendorff, 2004). In addition, thematic content analysis allows a research to explore and discover rich and in-depth ideas and results (Boyatzis, 1998). Therefore, this research employed thematic content analysis as a research technique for data analysis which involved analysing interviews context.

Process of Thematic Content Analysis

Semi-structured interviews were coded in categories and analysed, according to the guideline for thematic analysis by Braun and Clarke (2006). Coding categories were devised based on the findings and the key themes based on the literature on the internationalisation of higher education and the concept of communities of practice. The process of content analysis in this research started from transcribing 40 interviews data involving repeated reading data which can be seen in Fig.5.5. Then relevant texts were selected for each question and looking for meaning, then taking notes in order to begin coding process. For example, question about 'the understanding of meaning of internationalisation', any answers that were relevant to concept of internationalisation of higher education from literatures were noted down as initial ideas for further coding.

Secondly, generating initial codes involved coding features of the data and gathering data that was relevant to each code. For example, international curriculum, international programme, international students were coded as interesting features of the data. And all relevant codes were placed in the spreadsheet in order to recheck the consistency and accuracy.

Third, this phase referred to the analysis of data which involved gathering relevant coded data and the process of grouping the lists of coded data from similar content into potential themes. For instance, those relevant coded data were grouped into

categories which were found to be conceptually related in meaning of internationalisation.

Fourth, the process of reviewing themes aimed to recheck themes in relation to the coded. Fifth, defining and naming themes categorisation referred to a process of interpretation the phenomenon into categories. In other words, the decision for interpretation were made to illustrate the categories by focusing on exploring and demonstrating the relationships of the categories (Cavanagh 1997). And sixth, this phase referred to the consistency of method and analysis of data which can be seen in Fig.5.6.

Figure 5.6 Process of Thematic Content Analysis

Main Phase	Process
Familiarising with data	<ul style="list-style-type: none"> • Transcribing 40 interviews data • Repeated reading data • Taking notes or making ideas for coding
Generating initial codes	<ul style="list-style-type: none"> • Generating initial codes • Coding interesting features of the interviews data
Searching for themes	<ul style="list-style-type: none"> • Gathering codes into themes • Analysis of data
Reviewing theme	<ul style="list-style-type: none"> • Checking themes
Defining and naming themes	<ul style="list-style-type: none"> • Define the specifics of each theme • Identifying Thematic analysis
Producing the report	<ul style="list-style-type: none"> • Final analysis of relevant and potential coded in relation to the analysis of research question and literatures • Producing a report

Source: Braun and Clarke (2006).

The thematic process was analysed manually based on each research question. The example of the thematic coding for the first question ‘Can you tell me what you consider ‘internationalisation’ to mean on your campus?’ is shown in Fig. 5.7.

Figure 5.7 Theme Answer of the Meaning of Internationalisation

1. International programme/curriculum
2. Key performance indicators <ul style="list-style-type: none"> • Number of international students • Number of international lecturers • Number of international publications • Number of exchange students • Number of international academic partnership • International facilities
3. University's policy and President's vision <ul style="list-style-type: none"> • Policy and strategy • Leadership's vision for internationalisation
4. International collaboration <ul style="list-style-type: none"> • Cultural diversity • Cross-cultural exchanging • Multicultural learning • International library
5. International Student
6. Process of education development

Online questionnaires and interview were generated to frame the association in the experiences of internationalisation and the action and arrangement for internationalisation. The aspects of internationalisation involved in the organisation arrangement for internationalisation using communities of practice was identified and analysed. In order to answer to the research question, the key themes and categories of data analysis must be carefully analysed in relation to the main purpose of the research (Merriam 1998; Creswell, 2005). As a result, experiences of internationalisation of universities by universities staff, ambition of internationalisation of the campus and organisational processes for internationalisation were the main key thematic themes with respect to the research question.

5.12 Reliability and Validity

In the process of qualitative research method such as research design and strategy and data analysis, it is essential for the researcher to be concerned about the reliability and validity, to test the quality of study (Patton, 2002). Both reliability and validity helps to present the strength of the data (Ritchie and Lewis (2003). Validity sometimes refers to judgements on the appropriateness of the content and that allows validity to associate with the appropriateness (Patten, 2004; Behling & Law, 2006). Reliability is a key to measure and demonstrate the process of the research methodology (Ritchie and Lewis, 2003; Collis and Hussey, 2009).

The online questionnaire and interview schedule which were conducted in Thailand were constructed based on the theoretical framework of internationalisation of higher education (Knight ,2004; Elkin *et al*, 2005) and communities of practice (Wenger, 2002). To check validity and reliability, pilot studies were employed using involving eight professional academic staff from potential respondents who were possibly be selected as the samples of the research. Comments on the interview

schedule indicated that the questions were clear and easy to understand. Moreover, the interviewer presented an appropriate manner and asked the questions in a clearly understood way. Some comments indicated that the questions involving faculty or university policy were not appropriate for them because they did not involve faculty or university policies. The researcher made some changes in the interview schedule. The second pilot studies for interview schedule with another group of professional academic staff had no comments.

By using two different techniques, one internet based and one more personal and face to face, the researcher was able to obtain a broad spread of respondents who gave some general background information and also data which expressed more personal insight and actual experiences, and for conformability the integrity of the answers and this presents the reliability and validity of this research (Ritchie and Lewis, 2003; Fink, 2008).

Data analysis was done through cross-checking within the data. All data were completed except data from one respondents that was not completed therefore that data was not used in the analysis. The generalisation of data from the interview was identified and clarified based on the key theme of conceptual framework (Lincoln and Guba, 2005). Content analysis from the interview was audited by the professor for the conformability (Stringer, 1999). Finally findings presented a sufficient evidence for the investigation's perspective and provide the appropriate explanatory to explore the themes towards the findings (Ritchie and Lewis (2003).

5.13 Limitations of the Study

In-depth phenomenology approach is a useful method for the researcher to explore human lived experiences (Husserl, 2000), that can attempt to seek the nature that focuses on life experience (Todres *et al.*, 2006). However there are some limitations of the study which is the participants need to have knowledge of what

researcher seeks in the research and some problems that may be caused by the interview such as age and interpretation (Moustakus 1994; Creswell, 2003).

The framework of the sample was limited due to the resource availability. Since this research focuses on deeply detailed information, it is essential to scope the framework into smaller population but effective samples. Therefore, the samples of this research should be the senior university staff of the university, such as vice president for international relations, director and dean who were easy to access.

Thai culture was also an obstacle in conducting the interview. Since the interviews were conducted with senior university staff, a number of difficulties in approaching senior staff were identified. First, there was difficulty with appointments, the interviews were cancelled by a few interviewees, and the interviewer asked for new appointments which caused time delay. Second, an interview would usually take 45 minutes, however, the interviewees were willing to provide more information such as the university's brochures, handbook and journals, and recommend staff who could provide more information about internationalisation in the university.

In addition, there were some disadvantages of the Likert scale - with a lack of reproducibility, validity might be difficult to demonstrate. Some options are offered, with which participants might not fully agree and participants might not be completely honest.

5.14 Fieldwork

This chapter sets out in some detail the approach taken by the researcher for the fieldwork. The fieldwork was broken down three phases - pilot studies, on-line questionnaire and face to face interview.

5.14.1 Pilot Studies

The pilot face to face interviews were conducted at UK and Thai universities with eight academic lecturers who had PhD degrees. The first and second pilot interviews were conducted at the UK University with the first conducted with a Principal Lecturer who has been an Editor of the Journal of Applied Accounting Research and has published articles and journals in the UK University. She suggested no changes to the interview questions. The second interviewee was also a Principal Lecturer at the UK university and he commented on the definition of the question, suggesting that the researcher clarifies the definition of the term of “internationalisation” with each participant at the interview.

The other six pilot interviews were conducted at the universities in Thailand. The third interviewee was the Head of International Business Department who has several publications in management and organisation. The fourth interviewee was a Dean of Faculty of Business at a public university and also an expert in organisation and management. The fifth interviewee was a Dean of the Faculty of Business at a private university who has a few publications in management, while the sixth interviewee was the Director of Research and Development at a private university. The seventh interviewee was a Deputy Dean of Academic Affairs at a private university who has presented his work widely at international conferences, with the eighth interviewee as a Director of Research and Development at a Public university.

The process of approaching the interviewees for the face to face interviews that were conducted with the senior university staff worked very well and met the target and purpose of these interviews. The findings and comments from the pilot face to face interviews at Thai universities provided useful information. First, there were some concerns about the questions that interviewees felt not appropriate to them such as the question about government policy. Some interviewees suggested

explaining the meaning of internationalisation of higher education before starting the interview. The question about the arrangement for internationalisation in the organisation was of utmost concern to interviewees, so they suggested it be reworded to make it simpler and clearer.

The findings from the pilot studies from online questionnaire and face- to- face interviews were useful for the researcher to redesign on-line questionnaire and interview schedule for the fieldwork. They were used to improve the on-line questionnaire and interview schedule, added statements in the questions in the online questionnaire were changed to make them clearer and understandable. Also an open ended question about 'further comments' was added after each question in the online questionnaire. Besides, the guide questions for interview schedule were adjusted and changed to make them clearer and understandable.

5.14.2 Face - to - Face Interview Schedule

Semi-structured interviews took place in Bangkok, Patumthani, Chiangmai and Ubolrachathani in Thailand, from August to November 2010. Twenty-six universities were visited and forty participants were interviewed based on the follow-up online questionnaire. The interviews were deployed to gather information about the participants' experiences and attitudes of internationalisation in the universities and the arrangement for internationalisation particularly in the organisational processes. Each interview lasted between one and one and half hours, with arrangements for these interviews made with all participants through emails and telephone calls.

The interview schedule was developed based on two conceptual frameworks in the literature - the internationalisation of higher education and communities of practice which helped to establish conceptual themes in the literature which were internationalisation of higher education and communities of practice (Wenger *et al.*, 2002; Elkin *et al.*, 2005; Knight, 2008). Being aware of the difficulty of the in-depth interview about how to obtain as much information added from the interviewees,

the interviewer attempted to make the interviewees feel at ease and comfortable so they would be able to address their experiences (Patton, 2002). In doing so, after the introduction of the purpose of the interview to the interviewees, the interviewer started first with a warm-up question to the interviewees by asking about their roles and responsibilities at their universities in order to make them feel comfortable. Then the first question based on the research objectives was the question about defining internationalisation of higher education. After they answering this question, they were asked further question about the extent of internationalisation at their universities as to examine the distinction between their points of view and what is happening at their universities and moreover to compare with the reviewed concept in the literature chapter.

To obtain information about organisational processes for internationalisation according to the research objectives, the participants were asked about the policies, plan and strategies for internationalisation in their universities and the particular department responsible for such internationalisation in their universities. For further follow up to evaluate the organisational processes, the interviewer asked participants to describe the process of operational system in the organisation or department. For instance, how staff join the organisation or department, how they work, how they share information and how they produce effective work as can be seen in Fig. 5.8

Figure 5.8 The Illustration of Interview Schedule and Probes for Organisational Processes/ Communities of Practice

Interview Schedules for Communities of Practice	Approaches to Probes	Respondents' Answers
<p>Question: Is there a particular department responsible for internationalisation on your campus? (If yes, can he or she describe the role/functions of the Department)</p>	<p>(If respondents answered YES), the respondents were asked</p> <p>1. Is there a particular department responsible for internationalisation in your faculty of department?</p> <p>2. Interviewer ask them to set out in a diagram how they work with other staff on international issues. the diagram should give staff roles and the activities in which they are involved during their cooperation with one another and show the links between staff, committees, departments)</p> <p>3. Respondents were asked how staff join the organisation or department, how they work, how they share information, how they establish the relationship, how they help each other solve problem, how they establish standard and how they produce effective work.</p>	<p>'My staff have their roles and responsibilities. Each staff works individually because they have individual work separately. We have a meeting when we were assigned the international activities by the vice president or the president.' (Participant A24)</p> <p>'The Faculty of Business has no office of International Affairs or department. But we've got particular staff to work for international activities because I find that the job is done effectively by one staff member. I prefer to assign the particular job to particular staff so I can control and direct them. They also report to me directly. ' (Participant A16).</p>
<p><i>[During the session, interviewer would find out how often staff/committees meet to consider international matter]</i></p>	<p>(If respondents answered NO),</p> <p>1. Respondents were asked to explain the ways in which they discuss/plan for the campus becoming more internationalised eg is it in staff meetings involving a number of staff and departments, or in one to one discussions between staff.</p> <p>2. Then ask them to set out in a diagram how they work with other staff on international issues)</p> <p>3. Respondents were asked how staff join the organisation or department, how they work, how they share information, how they establish the relationship, how they help each other solve problem, how they establish standard and how they produce effective work.</p>	<p>'No, we had no policy for internationalisation, we have no organisation or department responsible for internationalisation. Dean will assign particular work to specific staff only.' (Participant A30)</p> <p>'Right now, it's just the starting stage. Our university have just discussed and talked about internationalisation. We have not yet done anything.' (Participant SN21).</p> <p>'Because there was no clear policy, but there was a hidden team to work for internationalisation which is controlled by dean. Dean is only one who made a decision in the faculty.' (Participants A17).</p>

These interviews were conducted with forty people and tape recorded, while the interview schedule was transcribed into Thai language, with the interview from selected participants translated into English (See Appendix 7).

5.14.3 A Fieldwork Journal

The researcher took note and kept a journal of each interview to be additional information for data analysis and discussion for all the interviews that were conducted in Thailand. By keeping journal records, the researcher was able to review the information during the interview, to retake the moment during the interview and look back later. Also the journal allowed the researcher to evaluate and determine the observation of the participants during the interviews. For instance, it was found that most participants were interested in participating in the interview because they were aware of the internationalisation of university. The two examples of the journal are shown as follows:

Participant A1

My first interview started on 31st August 2010 at KMUTNB with a Director of TGGs. The interview begins at 10.00am and finished at 11.00am. Before we started our conversation, Dr. Banleng asked me what the meaning of internationalisation was. He asked if it meant teaching in English language. He also asked whether any universities teaching in English would count as internationalisation of the university. USA and UK universities are internationalisation of universities because they teach in English? I was stunned by his questions. Even though I have been reading a lot of research in internationalisation, I still think that internationalisation means teaching in English but it is not true. At the end of our conversation, he added that KMUTNB is a far more internationalised campus because of the leadership's vision.

Participant A2

The second interview was on 1st September 2010 at Sukothai Tammathiraj University with the Head of Mahidol University International College. The interview started at 8.00am and ended at 8.45am. Mahidol University International College has become a more internationalised campus in the past three years since the new president was elected. The new president has a clear vision of internationalisation so the university is a step ahead of other universities because of the good vision of the President. The interviewee kept saying that the president's vision was very good. He takes internationalisation strategy seriously, and he has done many things to make the university an internationalised campus. The internationalisation is written in their university's goal vision and mission. All staff are aware of internationalisation because the president keeps them informed about the internationalisation university. The barrier of being internationalisation is lack of staff fluent in English.

5.15 Summary

The chapter has presented a discussion of the research philosophy, research design and strategy and methodology. This thesis employed an interpretivist paradigm involving the qualitative phenomenological approach which discussed the strength of the phenomenological approach that was a useful method for examining the process of direct experiences and learning in human and it also explored the lived experienced of being human, so it was an appropriate method to achieve the research questions in this thesis. The documentary analysis, online questionnaire and semi-structured interview were employed as research tools. Since this research focused on the examining and exploring of human lived experience, the phenomenological study was chosen, moreover, to obtain people's attitudes and feelings and interpret individual experiences and feeling, semi-structured interviews were conducted (Cresswell, 2003). The detail of the research

strategy process was presented to identify the appropriate samples and data collection process as well as issues involved in the research methodology such as analysis of data, Ethical, reliability and validity and limitations were discussed. The research strategy chosen has been vindicated as the researcher was able to obtain the data required through the qualitative and quantitative methodology approach with respect to the qualitative method.

The fieldwork provided good experience, as the researcher learned the process of the fieldwork in dealing with people such as asking permission to participate in the research project, learning interview processes such as note taking, tape-recording, conducting interviews politely, being honest with the participants. Moreover, the researcher learned how to create trust between the researcher and the participants during the interview session and learned to respect participant's values, beliefs and experiences that influence their society and way of life. The journal is also a useful tool for the researcher as it kept recording information for the researcher. In the next chapter, the findings from the on-line questionnaire and interviews are presented.

CHAPTER SIX: FINDINGS AND DISCUSSION

6.1 Introduction

This chapter presents the main research findings of the study and the discussions. The aims of this chapter are to present the findings and data analysis presented in the previous chapter. The results from findings derive from interviews and the researcher's experience through journal of the interviews, open-ended questions in online questionnaires and issues in literature review. The key findings are presented into 10 themes with some sub-themes as shown in Fig.6.3. The discussions section is illustrated into two categories: the meaning of internationalisation and management arrangements for internationalisation which followed by the analysis of data section.

6.2 Face - to - Face Interviews with University Staff in Thailand

This section presents the main findings in Thailand from the semi-structured interviews conducted with forty university staff between 31st August and 20th November 2010. The interview schedule consisted of fifteen questions which were used and which were framed in such a way as to relate to the research question (Appendix 5). The guide questions in the interview schedule were derived from the meaning of internationalisation as set out by Knight (2003) and Elkin (2005) and the concept of communities of practice as postulated by Wenger (2002). Participants were tape-recorded for each interview and later the interviews were coded and content analysed on a spreadsheet (see Appendix 10). The interviews were transcribed and analysed manually.

The chapter presents the findings of data in two categories - participant demographic background and interview responses. The first section on participant demographic background is divided into types of university and staff responsibilities. The analysis classifies and compares the data between public and

private universities. Public universities, obviously, are predominantly funded and supported by the Thai states. All public universities are ranked in the top twenty universities and they are elite and highly prestigious universities, thus the status of public universities was a consideration. In addition, staff positions are also highlighted because of the hierarchical management system in Thai universities in which senior management is dominant all the decision makings.

6.3 Participant Demographic Background

There were visits made to 22 universities across the country, as each interview took between thirty to one and a half hours. The total number of participants interviewed was forty. The demographic background of participants is investigated in two ways – types of university and role in the university. The majority of participants in the interviews were from public universities (27 participants or 67%) and 13 participants or 33% from private universities as shown in as Fig. 6.1, because of the number of public universities in Thailand is greater private universities. Moreover, the study was likely to gain more attention and participation from staff among public universities because the researcher's role as a lecturer in a public university. The participants were one President; three Vice Presidents, eleven Directors, four Deans, five Deputy Deans, twelve Heads of Department and four Lecturers as shown in Fig. 6.2. The senior staff or policymakers are the ones involved in the internationalisation policy at universities, therefore the analysis in this chapter mainly focuses on the senior university staff or policy makers. A majority of the participants (12 staff or 30 per cent) that participated in the interviews were Heads of Department. Some of them were assigned by Deans to participate in the interview. However, findings showed that a higher proportion of Senior Managers such as the President, Vice President, Dean, Directors and Deputy Dean than Heads of Department.

Figure 6.1 Types of Universities

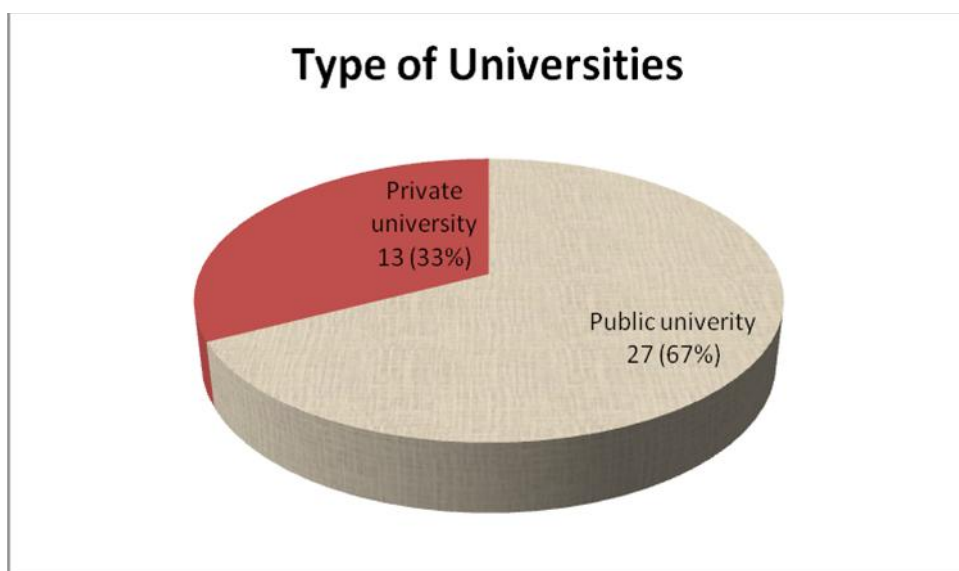


Figure 6.2 Frequency of Participants' Responsibility

Participant's Responsibility	Number of Participants
President	1
Vice Presidents	3
Directors	11
Deans	4
Deputy Deans	5
Heads of Department	12
Lecturers	4
Total	<u>40</u>

The interview responses are clarified according to the research schedule with respect to the research question which is,

‘How effective are the organisational processes by which university managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?’

The interviews aimed to find out the participants’ ideas, attitudes and experiences of issues relating to internationalisation of higher education and organisational processes and communities of practice. The questions for internationalisation can be identified as such as ‘what you consider internationalisation to mean on your campus?’, ‘what is the extent of internationalisation on the campus’ and ‘what are main priorities for internationalisation of universities in your campus?’. And the questions for organisational processes are ‘is there a particular department responsible for internationalisation on your campus?’, and ‘does the university or your Faculty/Department have a plan or strategy for Internationalisation?’.

6.4 Analysis of Data

Themes derived from the interview data were based on the research question. Statements from the interview were described and interpreted by the researcher with respect to conceptual and theoretical frameworks: theory of internationalisation of higher education and communities of practice theory. The process of thematic content analysis (Braun and Clarke (2006) in this research started from transcribing 40 interviews data involving repeated reading data. Data that was relevant to the concept of internationalisation of higher education from the

literature were noted down as initial ideas for further coding. Then the initial ideas were coded as interesting features of the data. There were thirty four relevant codes and all relevant codes were placed in the spreadsheet in order to recheck the consistency and accuracy. The coded data was grouped into categories which were found to be conceptually related to the meaning of internationalisation and organisational processes. The relevant codes were reduced to seven themes with some sub-themes as shown in Fig.6.3. Finally, interpretations were made by focusing on exploring and demonstrating the relationships between the categories (Cavanagh 1997).

Figure 6.3 Themes from Answers to the Meaning of Internationalisation

Main Themes of the Meaning of Internationalisation	
1. Provide International programme and international curriculum	
2. Key Performance Indicators (KPIs)	
- No. of international students	
- No. of MOU and foreign partnerships	
- Staff Attend Conferences/ Research publications	
- International environment on campus	
3. Development of teaching and learning	
4. International students	
5. Links with international partnership institutions	
6. President's vision/ Policy for internationalisation	
7. Diversity of cultures	
8. Effects of Internationalisation	
9. Key Decision Maker Concerning Internationalisation	
10. Arrangements for Internationalisation in Faculty	
• Policy and Plan for Internationalisation	
• Vision of the President	
• An Effective Central Office of International Affairs	
• Selected Staff Responsibilities for International Office in Faculty	

6.4.1 Provide International Programme and International Curriculum

The majority of participants defined internationalisation of their university as a university that provides international curriculum or international programme because it is essential to equip students with new knowledge and international understandings in order to prepare them to work in a global world. One participant stated that:

'It is essential for internationalised university to have an international programme and international curriculum to students as well as having international students as to help them to work anywhere in the world. Thus, Internationalisation to me can be defined as a university that provides international programme and an international curriculum.' (Participant A6)

Similar to other participants who explained further about the benefit of international programme to students, one participant stated that:

'Internationalisation of university means the university which provides the international programme for students in order to help students understand international perspectives and international learning experiences.' (Participant A10).

Participants illustrated how an international curriculum of their universities benefited their students by providing transferable learning experiences and language skills.

'We have established an international curriculum which will help students understand international perspectives and international learning experiences and also they will be able to further study anywhere in the world and work in any countries.' (Participant A5)

A participant further commented on the various languages necessary for an international programme as he stated:

'Internationalisation does not mean a university offers international programmes that are taught only English language, but they should offer other languages such as Chinese, Japanese, Germany, French or Spanish taught courses so it will benefit to students to learn many languages' (Participant A5).

One participants also considered that the establishment of an international programme resulted in an 'internationalised university' as he stated that:

'Internationalisation is about initiating and establishing international curriculum and international programme in university which can present internationalised university.' (Participant A3)

Three participants emphasised that the international curriculum and international programme are the key elements of internationalisation of university in which the university has to provide the international or multi-language taught courses. One of them stated that:

'The most important of being internationalisation of university is having international curriculum and international programme in university. We are internationalised university because we provide English and international taught courses such as Chinese and French.' (Participant A2)

This is echoed by a participant from the online questionnaire who defined internationalisation as international curriculum to initiate an international programme as he stated:

'Internationalisation is to develop international curriculum and it leads to establish international programme in order to provide English and international taught course.' (Participant SN24).

International programme and international curriculum were dominantly mentioned by higher-ranked universities. All higher-ranked universities already had international programmes and international curriculum and joint degree programmes in their universities.

The majority of higher ranked universities paid more attention to the difference between 'International Programme' and 'English Programme' which recently were established by many universities in Thailand. They were concerned that the 'International Programme' meets a purpose standard. Participants from higher-ranked universities explained that they aim to become an internationalised university and internationally recognised university so they should have high standard academic accepts. One participants stated:

'Since, internationalisation of university should provide the international programme for students, my university has an effective international curriculum, all programmes and modules taught in English which meet the standard and we have many international students from many countries in our universities.' (Participant A2).

This view was echoed by other participants:

Our university has an international programme which is not English programme. International programme is different from English programme. Our international programme is developed by benchmarking with the curriculum from international institutions in order to meet the standard.' (Participant A6).

'We have established an international curriculum which meets the standard for our students so they will be able to further study anywhere in the world and work in any countries.' (Participant A5)

A number of lower-ranked universities also stated that they have 'International Programme/ Curriculum' which they considered it as the contribution to internationalisation because it attracted a number of international students. One participant stated:

'Internationalisation in my university, of course, we are very proud to present our 'International Programme' taught in English in which there is a number of international students.' (Participant A3).

And this is echoed by other participants;

'We have international programme and a number of international students that are the characteristics of KPIs which we hope that it will increase and improve our KPIs. This results our university ranking.' (Participant A4)

'We have 'international programme taught in English. We are proud to say that our curriculum is advised by Athens University. We believe that our international curriculum will help to improve our KPIs and university ranking.' (Participant A11)

To sum up, it can be seen the most and first-mentioned meaning of internationalisation of university in Thailand is defined as providing international curriculum or international programme because it equip students with new knowledge and international understandings in order to prepare them to work in a global world. The second-mentioned meaning of internationalisation is Key Performance Indicators (KPIs) that is presented in the next section.

6.4.2 Key Performance Indicators (KPIs)

Eleven participants mentioned similar opinions about the meaning of internationalisation as KPIs because it is very important to them in order to try to achieve a 'world-class university' and higher university ranking. The key performance indicators are staff and students exchange ,research collaboration, thenumber of foreign lecturers, the number of international students and an international curriculum were aspect of the meaning of internationalisation. Staff were most focused on the need to achieve a high ranking when talking about KPIs, for example:

'My university is a research university. Therefore to become a world research university and a world-class university, we need to achieve the requirement of educational quality assurance.' (Participant A13)

'Internationalisation is about the international activities such as student and staff exchange, and international collaboration in relation to the KPIs.' (Participant A15).

'Internationalisation includes visiting professors, student exchange and collaboration.' (Participant A14).

One participant strongly defined internationalisation in the content of KPIs and stated that :

'Internationalisation means that my university has all the requirement of the world-class university and key performance indicators such as international curriculum, international students, international lecturers, exchange student and staff and international institution collaboration'. (Participant A12).

One participant mentioned that the characteristics of KPIs were very important for the development of internationalisation in his campus as he stated:

'To develop internationalisation in our university, it is important to increase number of international students, improve international curriculum/ international programme and improve international facilities in the campus. And we also have 60% of lecturers completed their PhD abroad.'
(Participant A26)

Participants indicated the importance of education standards and quality assurance that are popular issues for all universities in Thailand because they affect the university ranking, as participant A10 stated:

'My university focuses on the quality of research, however, recently, the education standard and quality assurance was highly concerned because it affects to the university ranking, therefore we need to emphasise on it.'
(Participant A10).

'Internationalisation means that my university has all the requirement of the world-class university key indicators such as international curriculum, international students, international lecturers, exchange student and staff and international institution collaboration'. (Participant A12).

No. of International students

International students were also referred to by a few participants as one participant commented:

'Number of international students are also the key indicators for the education standard and quality assurance.' (Participant A6).

The number of international students was also one of the critical elements of the KPIs for universities to attain higher quality assurance standard as participant A4 stated:

'We have a large number of international students which meets the requirement of education standard and quality assurance. We are proud to present that we are top universities in Thailand that have highest number of international students.' (Participant A4)

And these responses were by two participants who added international activities towards KPIs.

Our universities are increasing a number of student and staff exchange and organising international conferences to meet the KPIs as to achieve increase university ranking and become a world-class university.'
(Participant A2)

No. of MOU signing and Foreign Partnerships

Few participants mentioned similar opinions about the important of MOU signing and collaborative partnerships which are the element of KPIS and it results in the 'internationalised university' as they state:

'The element of KPIs such as the collaborative partnerships between universities is the most importance of being internationalisation of university'
(Participant A14)

This is echoed by Participant A15:

' A number of MOU signings and collaboration, are those key indicators that results in the internationalisation of university.' (Participant A15)

Staff Attend Conferences/ Research Publications

A number of universities emphasised on increasing the number of staff attending conferences and achieving research publications because criteria for KPIs as was commented on by the participants:

'We encourage our academic staff to produce researches to public at international conferences in order to increase the KPIs.' (Participant A9).

'Academic staff regularly produce research for publications especially international publication. We have a large number of research product and publications per teacher compare to other universities' (Participant A18).

'We have a number of international publications and also our students and lecturers won some prizes from their project competition. We want to expand out platform by organise international conference in our university in order to improve the KPIs.' (Participant A21).

'We have a number of staff attending international conferences and we are increasing a number of publications as to meet the requirement of KPIs because it affects our ranking.' (Participant A39).

It is important to point out that KPIs criteria were highly mentioned by participants, particular in higher ranked universities as they focused on increasing a number of research publications in order to increase university ranking, as Participant A5 stated:

'It is necessary for the university to produce and increase research for publication. For example, universities in USA emphasise research more than teaching. In my opinion, if we have research publications, we will gain university reputation and high ranking as well as improving our academics staff competency.' (Participant A5).

This was echoed by Participant A16 who was concerned about the university ranking, and desire to increase the number of research publications. He stated:

'We aim to increasing number of research publications because our university had less number of research publications and this affects our university ranking.' (Participant A16)

Participant A34 and Participant A35 revealed that their universities will organise academic international conference as Participant A34 stated:

'We will soon organise international conferences which we hope to increase KPIs in our university.' (Participant A34)

International Environment on Campus

International environment and the facilities were brought up by participants as part of internationalisation because it related to the KPIs, as participant A26 stated:

'One of the key elements to become internationalisation is that we have got to improve international facilities and environment in our university and this also is one of the key indicators for achieving world class university that we have to do it.' (Participant A26).

And this was echoed by Participant A26

'To achieve university top ranking, It is essential for the university to build the student hall of residence and improve international atmosphere and international environment in the universities and to improve international facilities such as having bilingual signs in the universities.' (Participant A26).

To sum up, KPIs was particularly focused on by the participants as the meaning of internationalisation in order to become a world-class university and having higher ranking university. In the next section, development of teaching and learning the 3rd mentioned by the participants is illustrated.

6.4.3 Development of Teaching and Learning

Three participants explained the meaning of internationalisation being the process of education development and improving international activities in order to enhance new knowledge, skills and the performance in teaching of staff which results in the achievement of the world-class university.

'Internationalisation of university means the process of staff development, curriculum development and developing teaching and learning for students in order for students, staff and faculty to gain an international vision and improve the education quality.' (Participants A1).

Participants also defined internationalisation as the development of local students in order to work globally.

'Internationalisation means to produce students and staff to work in international and global and the development of teaching and learning at the university in order to provide students international aspects.'. We should have potential both academic and administrative staff who are able to communicate with foreigner and assist them.' (Participant A18)

Additionally, participants from the online questionnaire confirmed that internationalisation can be defined as an education development in order for staff and students to have an international perspective. One participant defined internationalisation as the development of graduates as one participant stated:

'Internationalisation is an essence of instruction to expect graduates to have international outlooks and be more like global citizens who are ready to work in multi-cultural environment both personally and professionally.' (Participant SN7).

And this is echoed by another participant:

'Internationalisation can be defined as an academic involvement in terms of professional teacher/researcher development which offer opportunities to our staff to expose in other universities environment, offer opportunities to our students to visit or involve in other countries, shared resources and visiting professors projects or joint workshops and international conferences.' (Participant JN 38).

To sum up, participants believed that meaning of internationalisation referred to the development of teaching and learning because it enhance new knowledge, skills and the performance in teaching of staff which results in the achievement of the world-class university. The 4th mentioned by the participants is 'international students' is presented in the nest section.

6.4.4 International Student

International students play an important role in cultural diversity on campus. They bring to local universities international perspectives and knowledge exchange. Ten participants stated that internationalisation can be defined as international students because they contribute to internationalisation of the university:

'International students are part of internationalisation. They are important because they provide international perspectives and culture.' (Participant A33)

One participants explained that having an number of international students can result in the internationalised university . He stated:

'We are internationalised university, we have international students from over the world such as Chinese, Japanese, French, German, American and Australia which presents how internationalised university we are' (Participants A2)

A support finding from the online questionnaire confirmed that international students as seen as an important element of internationalisation. One participant referred to recruitment of international students as the meaning of internationalisation, to enhance cross cultural understanding and they create international environment in the classroom. One participant stated:

'Internationalisation in my university is our mission to increase a number of international students and overseas specialists/lecturers to enrich teaching programmes, culture and research activities.' (Participant SN23).

A number of participants stated that the number of international students contributed to the extent of internationalisation. Because international students seem to bring benefits to universities such as the opportunities for local students and staff to have a more international perspective on issues and they add to the international environment and culture in the university as participants stated:

'The most importance of internationalisation of university is obviously the international students, without international students, it is not internationalisation. International students contribute to internationalised university because we learn international culture from them.' (Participant A1).

And this is echoed by Participant A28.

'I think being internationalised campus, it is important to have international students in order to establish international curriculum, and enhance knowledge exchange.' (Participant A28)

This view is echoed by participant A29:

'International students are part of internationalisation and they are important to present international education and the internationalisation of higher education.' (Participant A29).

International students were regarded as one of the internationalisation elements because they brought international culture to the campus and the classrooms, as stated by participant A32.

'Internationalisation means the diversity of students in many countries to study, participate and have activities together which they also exchanged their culture.' (Participant A32).

The number of international students were also the criteria elements of the KPIs for universities to attain the standard and quality assurance, as Participant A4 stated:

'We have a large number of international students which meets the requirement of education standard and quality assurance. We are proud to present that we are top universities in Thailand that have highest number of international students.' (Participant A4)

This view is echoed by participant A12;

‘As we are a research university, internationalisation is part of the requirement for research university to achieve the requirement of standard and quality assurance. Number of international students was also among the criteria that is a challenge for us to meet.’ (Participant A12).

Since the goal of public universities was to become world-class, they focused on increasing and improving the key indicators with respect to the world-class university.

‘Number of international students is also the key indicators for the education standard and quality assurance. My university have variety of international students such as German, Chinese, Vietnam, Lao and Cambodia students.’ (participant A2).

It seems that the number of international students were important for universities as a requirement to meet standard education.

‘We have international curriculum but we do need at least 10% of full time international students in order to meet the requirement of the quality assurance and to become world-class university.’ (Participant A6)

To sum up, findings reveals that the number of international students were important to universities because they were the criteria elements of KPIs which affected universities in order to become a world class university.

6.4.5 Links with International Partnership Institutions

Thai universities staff believed that they will learn and have benefit from international partnerships with other institutions such as curriculum development,

joint degree, research collaboration, to achieve the workforce development and advance standard of higher education.

'Internationalisation is defined as the international collaboration with many international higher education institutions for international diversity and to exchange knowledge. My university had many international partnerships and we had a large number of exchange students, visiting professors and research collaborations.' (Participant A11).

This is echoed by Participant A14 and Participant A36:

'The collaboration with other international partnerships is very important and not only contact with one country. There should be more than two or three or more countries in order to have an international vision and collaboration'. (Participant A14).

'Internationalisation means the collaboration between domestic and international universities which establish the student and staff exchange programme, provide the understanding of cross-culture to students and staff and provide opportunities for students to study abroad.' (Participant A36).

It is confirmed by a few participants from the online questionnaire that they see the meaning of internationalisation as collaboration with international institutions. Participants indicated that internationalisation referred to collaboration with international institutions because it initiated international activities in the university. One participant stated:

'Internationalisation of university means collaborate with international institutions to create international activity for knowledge and experience exchange'. (Participant SN9).

Participants defined internationalisation as collaboration with international institutions which provides benefits to the university, such as exchange and sharing knowledge as one respondent stated:

'Internationalisation means working in collaboration with other countries under the understanding or agreement to share resources and to contribute each other benefit.' (Participant JN5).

A majority of lower ranked universities (eight participants) stated that currently their universities focused on increasing the number of signed MOUs with international institutions which they believed would develop internationalisation in their universities. Participants believed that international collaboration should initiate international academic activities such as staff and student exchange leading to greater internationalisation. To become an internationalised university, MOU signing was mentioned because it provided for student and staff exchange programmes as Participants A13 and A14 noted:

'We desire to be more internationalised institutions by increasing and seeking international partnership and MOU signing to exchange knowledge' (Participant A13).

'MOU signing will establish the international activities such as staff exchange, visiting professor, which benefit to the university'. (Participant A14).

It appears that almost all universities in Thailand had international collaborations with many countries across the world e.g. having Chinese, Laotian, Cambodian, German, and American students in their universities (Participants A6, A12, A13, A14, A16, A18, A31, A38 and A39). One participant stated:

'To become internationalised university , we should have firstly international partnerships. It is very important to have a number of international partnerships and MOU signings because we can establish international activities with our international partnerships.' (Participant A12)

Participants commented that in order to increase international activities, international collaboration was very important as a way to approach internationalisation of university as participant A21 stated:

'International collaboration seems to be a way to approach internationalisation of university by increasing international activities. Then we are increasing number of staff and students exchange programme with our international partnership such as Korea, Singapore, China, Japan and Germany in order to increase number of international activities.' (Participant A21).

Furthermore, establishing a collaborative partnerships with other international institutions would benefit the university because it helps the university enhance the growth of its global development and cultural diversity through experiences. This was stated by a director;

'Internationalisation is defined as the collaborative partnership with international institutions in order to develop university internationally and culture diversity.' (Participant A27).

Also, participants believed that international collaboration initiated international academic activities such as staff and student exchange in universities.

'We desire to be more internationalised institutions by increasing and seeking international partnership and MOU signing to exchange knowledge' (Participant A13).

It is seen that the benefit of student exchange activities with the international partnership would enhance student knowledge and skills, as Participant A6 stated:

'We have staff and students exchange programme. We conducted the English programme which collaborates with Malaysian institution for Thai students last year. Our students had lots of activities with Malaysian students and of course those students had to speak English. This project aims to improve student learning and to share their idea and knowledge to others.' (Participant A6).

One participant illustrated the benefit of MOU signing as creating the opportunity for university to develop education by benchmarking curriculum with its international partners. It is noticed that benchmarking curriculum was one of the activities that derived from MOU signings as Participant A2 stated:

'We are internationalising the campus and we are moving further to another step of internationalisation of university. Our institution has initiated international system in our university. Our plan is to benchmark with OHIO or Michigan University in order for the educational development.' (Participant A2).

To sum up, participants that believed that links with international partnership institutions can be defined as internationalisation because they will learn and have benefit from international partnerships with other institutions such as curriculum development, joint degree, research collaboration, to achieve the workforce development and advance standard of higher education.

6.4.6 President's Vision/ Policy for Internationalisation

Participants considered the meaning of internationalisation to be linked to policy for internationalisation and president's vision because they plays an important role in helping the institution to achieve its goal and aims as they stated:

'To be internationalised university, the CEO(President) has got to have an international vision and policy then followed by the master plan, operation plan, business unit, administration and support.' (Participant A16)

This is echoed by Participant A34

'Internationalisation in my point of view can be defined as the university that the president and management team have international vision and they were keen to support and promote staff to gain international knowledge such as support staff to study abroad or training abroad and support staff to attend international conferences.' (Participant A34).

To sum up, president's vision and policy for internationalisation are regarded as meaning of internationalisation because they plays an important role in helping the institution to achieve its goal and aims.

6.4.7 Diversity of Cultures

A few participants stated that internationalisation can be referred as cultural diversity because it benefits student and staff to understand and to learn about other culture in order to have international perspectives.

'Cultural diversity is one of the internationalisation elements and it is very important because it allows us to understand and learn a new culture and to have international perspectives'. (Participant A20).

And this is echoed by one participant.

'Internationalisation can be described how do we learn other cultures and to exchange cultures because it benefits to students and staff to enhance their knowledge and have international outlook'. (Participant A33)

In addition, the importance of cross-cultural understanding is confirmed by the findings from the online questionnaire. Cross-cultural understanding was one of the definition of internationalisation as one respondent stated:

'Internationalisation is defined as the process to create mutual understanding and acceptance of culture, thoughts, ways of lives among the Thai and foreign students. The process to develop Inter-cultural skills and global responsibility for the students and staffs to contribute to the society and to be ready for the real world.' (Participant SN6)

It was seen that learning and understanding of other cultures was a concern of participants because local students and staff were affected by different cultures. Local and international students and lecturers also learned from their experienced in cross-cultural exchanges as one participant stated:

'To me Internationalisation is being in the state of embedded beliefs, attitudes, values and cultural practices and understanding of other countries.' (Participant SN11)

One participant defined internationalisation as an international dimension such as international curriculum, international facilities and cultural diversity as shown below.

'Internationalisation include providing curriculum with international aspect, international facilities and services, international standard administration, international learning environment, diversity of cultural and nationalities of faculties and students, international collaboration and network' (Participant SN16).

To sum up, Participants believed that meaning of internationalisation refers to diversity of cultures because it benefits student and staff to understand and to learn about other culture in order to have international perspectives.

In brief, findings reveal that meaning of internationalisation for Thai staff in universities can be defined with various meanings. It seems that participants are concerned about international activities rather than a process approach to internationalisation because of their limitations of experiences of internationalisation. Accordingly, internationalisation appears to bring many benefits to them such as help students to work in the world, increasing university ranking, and become a world-class university and help student and staff to understand international perspectives and develop skills and knowledge. In addition, policies for internationalisation and the president's vision were stated as the meaning of internationalisation because it helps the institution to achieve its goal and aims. This means the president of the university plays an important role in achieving an internationalised university. Fig. 6.4 shows a summary quotes of each meaning of internationalisation themes. In the next section, the findings from the open-ended online questionnaires provide a useful information on the effect of internationalisation is presented.

Figure 6.4 Meaning of Internationalisation Themes

Themes Meaning of Internationalisation	Summary of Participants responses
<p>1. Provide International programme and international curriculum, multi-language taught courses.</p> <p>2. Key Performance Indicators (KPIs)</p> <p>3. Development of teaching and learning</p> <p>4. International students</p> <p>5. Links with international partnership institutions</p>	<p>‘It is essential for internationalised university to have an international programme and international curriculum to students as well as having international students as to help them to work anywhere in the world.’ (Participant A6)</p> <p>Our universities are increasing a number of student and staff exchange and organising international conferences to meet the KPIs as to achieve increase university ranking and become a world-class university.’ (Participant A2)</p> <p>‘Internationalisation is defined as the international collaboration with many international higher education institutions for international diversity and to exchange knowledge.’ (Participant A11).</p>
President’s vision/ Policy for internationalisation	‘To be internationalised university, the CEO(President) has got to have an international vision and policy then followed by the master plan, operation plan, business unit, administration and support.’ (Participant A16)
Diversity of cultures	‘Culture diversity is one of the internationalisation elements and it is very important because it allows us to understand and learn a new culture and to have international perspectives’. (Participant A20).

6.4.8 Effects of Internationalisation

Most participants provided positive comments on the effect of internationalisation such as the development of education, increasing national incomes, enhance student and staff learning skills and knowledge; some negative comments on the language barriers and the unity of faculty members.

Advantages of Internationalisation

The benefit of internationalisation on the educational development of students, staff and faculty as one participant stated:

'It leads to educational development, opens worldwide to students and staff, and helps increasing the economical venue, or generate national incomes.'

(Participant JN5).

Internationalisation also helped staff and students to understand the global dimension as one participant stated:

'It helps the students and staff to be more aware of global dimension and global problem.' (Participant SN22).

Participants mentioned benefits to students such as providing opportunity for students to work in international companies, as one of the participants stated:

'Internationalisation can enhance a chance of a graduate being employed in the international market.' (Participant SN4).

Other benefit to student was to help students better understand cross-culture as one participant stated:

'It raises the international awareness of students and they can uplift both domestic students and from other cultures.' (Participant SN8).

Internationalisation also benefitted the university because it enhanced staff skills:

'Internationalisation helps to improve and develop staff which provides the opportunity to develop university internationally and effectively.' (Participant JN61).

Social and economic rationale was mentioned as the benefit of internationalisation as participant stated:

'It leads to educational development, opens worldwide to students and staff, and helps increasing the economical venue, or generate national incomes'.

(Participant JN5)

Disadvantages of Internationalisation

On the other hand, some participants described the barriers to becoming an internationalised university as the difficulty for staff in communications as he commented:

'There are some difficulties and miscommunication due to language barrier.'

(Participant JN2).

Problems for university staff such as the old-fashioned staff who did not want to adapt and change to the new system were raised as barriers to internationalisation.

'It dilutes the unity of the faculty members.' (Participant JN8)

'It would effects university staff who do not appreciate to learn or adapt to cope with the internationalisation.' (Participant JN66)

To sum up, findings reveals that advantages of internationalisation can be identified into three categories: economic rationales; social and cultural rationales and academic rationales Which can be seen in Fig.6.5 the social and cultural and economic rationale was mentioned as the benefit of internationalisation at both national and institutional level. In addition, for academic rational most participants gave positive comments on internationalisation in terms of development of student and staff skills and knowledge at institutional level. However, there were some obstacles to developing internationalisation in the institution which needed the attention of the university top management in order to become internationalised, such as the lack of skilled staff.

Figure 6.5 Advantages and Disadvantages of Internationalisation in Thai Universities

Effect of Internationalisation	Rationales	Participants' responses
Advantages	<p>1. Economic rationales</p> <p>2. Social and cultural rationales</p> <p>3. Academic rationales</p>	<p>1. 'It helps increasing the economical venue, or generate national incomes.' (Participant JN5).</p> <p>'Internationalisation can enhance a chance of a graduate being employed in the international market.' (Participant SN4).</p> <p>2. 'It raises the international awareness of students and they can uplift both domestic students and from other cultures.' (Participant SN8).</p> <p>'It helps the students and staff to be more aware of global dimension and global problem.' (Participant SN22).</p> <p>3. 'It leads to educational development, opens worldwide to students and staff' (Participant JN5).</p> <p>Internationalisation helps to improve and develop staff which provides the opportunity to develop university internationally and effectively.' (Participant JN61).</p>
Disadvantages		<p>'There are some difficulties and miscommunication due to language barrier.' (Participant JN2).</p> <p>'It dilutes the unity of the faculty members.' (Participant JN8)</p> <p>'It would effects university staff who do not appreciate to learn or adapt to cope with the internationalisation.' (Participant JN66)</p>

6.4.9 Key Decision Maker Concerning Internationalisation

Findings from the online questionnaires indicated that 100 per cent of participants stated that the president was the key person who makes decisions at university level and the dean was the key person who makes decisions at faculty level. And it was a one-way communication concerning internationalisation in faculty. However, at university level, the president and the university board committees operate a top-down system so staff are expected to follow the decisions from the president and the university board committees or dean, therefore despite the dean being the most powerful in faculty, any decisions made by the dean had to be approved by the president and university board committees.

6.4.10 Arrangements for Internationalisation in Faculty

Findings reveal that higher-ranked universities had a clear policy and plan for internationalisation, world class university/ and research university, while only a few lower-ranked universities had a clear policy and plan for internationalisation. Also, most lower-ranked universities had a policy for internationalisation but no action plans, while few private universities had no clear policy. Even though a number of universities had no policy, there was a desire by staff to develop internationalisation in their universities.

Policy and Plan for Internationalisation

Findings revealed that public universities had a clear policy and strategic plan for their missions and goals, so they had implemented their strategic plan through certain actions. A participant explained the clear policy and strategic plan for internationalisation in his university which aimed at being the lead university in Southeast Asia and become a world class university, as he stated:

'We have a written strategic plan for internationalisation. We wish to increase a number of international students. Our goal is to be a leader of international programme universities in South East Asia' (Participant A13)

A written policy and strategy at university level which aimed to become a world-class and research university within the public university sector was echoed by participant A6:

'Certainly we do have written policy and strategic plan for internationalisation because our university's goal is to be a world class university, therefore internationalisation is part of the strategic plan. There have been on-going action in every faculty and department such as teaching, research and staff development plan. Moreover, all staff are aware of the university's goal. They were informed regularly.' (Participant A6).

The vision of the president was also the dominant feature influencing the development of internationalisation of universities, as appeared in higher-ranked universities. A participant from a higher-ranked university explained a clear university vision and policy that derived from the president. Participant A13 stated that:

'The president is keen to lead university to be internationalisation. My president wishes that our university will be a world class university. Our university has vision, mission and actions for internationalisation.' (Participant A13)

On-going actions which derived from policies and plans were explained by participants such as the improvement of facilities and environment to look international, and increasing the number of research publications and international students. This is stated by a participant:

'Our president is very keen to lead the university to be a world class university. There have been many on-going action plans and projects during past five year such as the improvement of our university's facility and environment internationally, increasing number of research publications, increasing number of international students and staff development plan'.
(Participant A4)

Increasing the number of international students and promoting student exchange programmes were among the on-going action plans that were mentioned frequently. One participant who was a director stated:

'Yes, we do have policy and plan in my faculty. Our goal is to have at least two students to participate in the exchange programme. Moreover, we are working on increasing number of international students in exchange programme.' (Participant A3).

An International student recruitment plan as part of an international strategy in the faculty was mentioned by one participant who was a head of department, as he stated:

'Our Dean has a great international vision. His vision is to recruit international students. He has been to Vietnam and China to recruit Chinese and Vietnamese students to study at our international college. We are opening Chinese College in our university soon. It is taught in Chinese language.' (Participant A1)

On the other hand, in some private universities that had a policy for internationalisation, the policy emphasised the development of faculty and staff, as participant A4 stated:

'Our university has a policy for internationalisation. To attain internationalisation, we have a plan for staff development, build an international facility for Thai and international students, recruit international lecturers.' (Participant A4)

Since staff was one of the important factors to drive universities in to become internationalised or world-class university, it was necessary for universities to have skilled staff, particularly, language competence in order for them to communicate and work efficiently in their roles. The need for universities to develop staff skills was important in order to develop internationalisation of the campuses, as participant A7 stated:

'Yes, we have a mission and plan, however, it has not started yet because we need to develop our staff before we approach to internationalisation.' (Participant A7)

On the other hand, findings reveal that most private universities had no policies or plans for internationalisation at university level as one participant stated:

'I am confident to tell you that I have never seen the policy for internationalisation at university level. Despite in the university board committees meeting, they did not mentioned or discuss about internationalisation'. (Participant A17).

Although a number of universities had no policy for internationalisation, they were aware of the need for the development of the university in order to become internationalised university.

'No, we had no policy for internationalisation but we are keen to have plan and strategy for internationalisation.' (Participant A30)

Participants also mentioned the importance of a clear policy and plan and the establishment of specific organisational arrangements for internationalisation in relation to the support from the university's top management as one participant stated:

'We really want to have a clear policy, organisational structure, staff committees, networks and facilities for internationalisation. The most important is to set up a department that is responsible for internationalisation which needs support from the top management regarding the funding.' (Participant A31).

To sum up, it is important to point out that the unclear policies for internationalisation from Thai government and lack of strong leaders and resources resulted in lack of policies in private universities.

Vision of the President

It is important to realise that the president and top management were the dominant key persons to direct the university, and they also established any policy and plan. Obviously, public universities had clearer policies and plans for internationalisation and they had what appeared to be effective action plans. On the other hand, private universities explained that the president was the most powerful and key person in the university, so the university's perspective on internationalisation was derived from the president. They also stated that if the president was not keen to internationalise the campus, it would not happen as a participant stated that:

'Leadership is certainly important. I believe that the president is the one who can make the difference because he can actually can'. (Participant A19)

Participants were also concerned about the vision of the president for internationalisation because it affected the university's policies, even as a president lacking vision seemed to be the main barrier for private universities to develop internationalisation. As participants from lower ranked universities commented that:

'We had a draft of policy for international issues but it was not published yet, it depends on the university board committees who play a vital role to direct the university.' (Participant A14).

'Currently, the policy for internationalisation is not clear. There is no international curriculum or international programme. All these depend on the president.' (Participant A8).

Even though participants indicated the desire for internationalisation in their universities, most of them pointed out that it depended on the president. They highlighted that in order to develop internationalisation in the campus, the president and the university board committees must have a vision for internationalisation then they should develop policy or plan for internationalisation as a participant stated:

'Everything depends on the president. Apparently, I did not see the aspects of internationalisation from the president.' (Participant A12).

And this is echoed by Participant A8 stated:

'Likely to see the change to a more internationalisation and moreover there is still no policy or strategic plan for internationalisation. It depends on the leader.' (Participant A8)

This is to confirm that university leaders played important roles to create policies and plans in the universities which reflected the bureaucratic system in Thai universities. Initially, the goal of the university derives from the university president

and top management who significantly affect the development of internationalisation in the universities.

In brief, it appears that there are significant differences in the plans and actions for internationalisation between public and private universities. Public universities had clear policies and goals which derived from strong presidents and top management, as most of such universities had a clear policy for becoming a world-class university. Also, they had written down their strategic plans and they noted that these plans were an ongoing process. Apparently, public universities seemed to have effective and available resources such as skilled staff, finances that would drive the universities to achieve the goal.

On the contrary, most private universities had no clear policies and plans for internationalisation and it was revealed that the obstacles for the development of internationalisation in Thai universities, particularly private universities were a lack of the president's vision and a lack of support from the president and top management such as financial resources, to develop staff skills and internationalise the campus.

All participants stated that there were international office responsible for internationalisation in their universities. Examples of quotes are shown in Fig.6.6

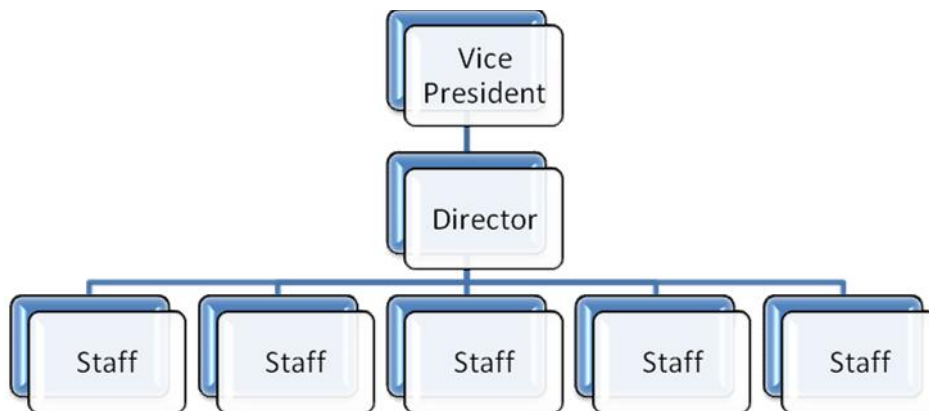
Figure 6.6 Department Responsible for Internationalisation on the Campus

Department responsible for internationalisation in the faculty of department	Quotes
There is a particular department	<p>'We have an office of relation organisation in my faculty.' (Participant A13)</p> <p>'There is a central international office in my university.' (Participant A2, A3)</p> <p>'We have an international affairs office in my university.' (Participant A21)</p>
There is <u>NO</u> a particular department	<p>'Right now, it's just the starting stage. Our university have just discussed and talked about internationalisation. We have not yet done anything.' (Participant SN21).</p>
There is a <u>particular staff</u>	<p>'In my faculty, there are only few particular staff who have contact with international institutions and work with them.' (Participant JN61).</p>

An Effective Central Office of International Affairs

At university level, it can be seen that the central office of international affairs has a hierarchical system where the vice president of international affairs was on top. However, the director was the key person in the office to direct and guide staff to work. The standard organisational structure of the central office of international affairs in all Thai universities is shown in Fig 6.7

Figure 6.7 The Organisational Structure of the Central Office of International Affairs



The process of work in the organisation began with the vice president or director selecting staff to work in the organisation, as such staff worked in the office and belonged to the same office. When the director receives a policy from the vice president or there were international activities with the director's initiatives then he assigned particular tasks to selected staff as one director commented:

'The process of international collaboration is initially made by the director. Director has an individual personal contact with the partnership. Once director has made the agreement, he will pass the information of the partner to a specific staff. This particular staff will co-ordinate and keep in touch with the partners. (Participant A26)

Sometimes staff had informal and formal meetings when needed or as arranged by the director. Each staff member was assigned work by the director and each had their clear roles and responsibilities in their works. Staff roles and responsibilities were illustrated by two directors, as one director stated:

'My staff have their roles and responsibilities. Each staff works individually because they have individual work separately. We have a meeting when we were assigned the international activities by the vice president or the president.' (Participant A24)

The director or senior staff was constantly called upon to make decisions, while staff stayed in the office as they belonged to it. As universities in Thailand are bureaucratic in their organisational structures and management, the president and top management were the key persons who played a vital role in directing the university. Inevitably, university perspectives and actions depended heavily on their leadership.

Selected Staff Responsibilities for International Office in Faculty

The majority of participants said that they had no department responsible for internationalisation, however, there were particular staff responsible for it. The findings also showed that the faculty or department had a team or particular staff responsible for international activities and they sometimes co-operated with other faculty/department staff and met informally to discuss international activities.

'There are only few particular staff who have contact with international institutions. And they sometimes worked and co-ordinate with other faculties in the universities' (Participant JN61)

To sum up, it manifests that a particular staff responsible for international activities or an identifiable team of people who work together on international activities seems to be considered by respondents. Despite there being some teams or particular staff responsible for internationalisation it was seen that some universities were at the beginning stage to develop internationalisation and some universities had no policy or plan for internationalisation.

At faculty level, the dean was the most powerful in the organisation. When there were international activities involving the faculty, dean selected particular staff to work for it. Participants indicated that only staff selected by the dean was responsible for international works, as one participant stated:

'We have no organisation or department for internationalisation in faculty. It is just the particular staff work in particular job. Dean will assign the international works to particular staff including academic staff and administrative staff.' (Participant A 27)

The organisational processes for internationalisation in the faculty were divided into three stages. In the first stage, staff was chosen by the dean and each staff was responsible for their individual job and they certainly expected to be told what to do. In the second stage, each staff was assigned for a particular job and the staff did not meet regularly and informally because they work independently and individually. At the third stage, when the job was done, staff finished the job and they went back to their routine works. Since this extra job was assigned by dean, it seemed that staff had to work both routine and extra jobs which is usually found in bureaucratic systems.

The dean explained the flexibility of having particular staff to work for internationalisation so he would be able to assign jobs to them and control them, as he stated:

'The Faculty of Business has no office of International Affairs or department. But we've got particular staff to work for international activities because I find that the job is done effectively by one staff member. I prefer to assign the particular job to particular staff so I can control and direct them. They also report to me directly. ' (Participant A16).

A particular staff member that worked for the dean was still mentioned by participant and this was echoed by Participant A17:

'Because there was no clear policy, but there was a hidden team to work for internationalisation which is controlled by dean. Dean is only one who made a decision in the faculty.' (Participants A17).

Despite some universities having an effective office of international affairs, however it appears that a particular staff member working for internationalisation seemed to be more effective than staff co-ordinating and working together. It seemed that the organisational operation in Thai university organisation was limited by the hierarchical and bureaucratic system. The management process seemed to be a top down system where the director or dean preferred to control and direct the organisation by themselves. Moreover, staff were assigned a particular job and worked individually which seemed to avoid arguments or criticism. Staff would always take the leader's advice with no argument which seems to reflect the influence of Thai values and cultures on organisational operation.

Some universities were in the early stages of developing internationalisation as a participant commented:

'Right now, it's just the starting stage. Our university have just discussed and talked about internationalisation. We have not yet done anything.' (Participant SN21).

Some universities had a plan for internationalisation but no action as it was stated:

'Internationalisation plan is included in the university long planning strategy but it was not started. It depends on the president.' (Participant JN99).

To sum up, all universities in Thailand had a central international office with a hierarchical structure. At faculty level, just a few universities had international sections. Most of them had selected staff who work on international issues. Accordingly, it could be said that the organizational processes do not seem to link to the development of relationships as in the communities of practice ideas. In contrast, the structures in the universities did not lend themselves to the kind of informal or networked arrangements which one would find in a typical communities of practice pattern (Lave and Wenger 1991). Some reflections on Thai cultural values potentially constraining any less formal relationship patterns are given in Fig.6.8 below .

Figure 6.8 The Analysis of Organisational Processes in Thai Universities

Organisational Processes in Thai Universities as Identified by the Respondents	How the Comments Reflect Thai Cultural Values
<p>'Staff were selected and recruited by the vice president.' (Participant A18).</p> <p>'Staff were selected and recruited by director.' (Participant A26).</p> <p>'Staff were selected and recruited by dean.' (Participant A16).</p>	<p>Some evidence of hierarchical decision-making where staff are mostly selected and recruited by the director or similar level of authority (a status indicator)</p>
<p>'In a meeting junior staff have to listen to the director and senior staff. ' (Participant A26).</p>	<p>Staff always show positive attitude and respect (face saving) and avoid criticism- thus exhibiting the value of smooth interpersonal orientation</p>
<p>My staff have their roles and responsibilities because they have separate individual work.' (Participant A24).</p> <p>'Director has an individual personal contact with the partnership and he will pass the information of the partner to a particular staff.' (Participant A26).</p>	<p>Independent role assignment - each staff member is assigned work by the director. (some elements of individual/ego orientation)</p> <p>-Each staff member has a clear role and responsibilities in carrying out duties.</p>
<p>'I prefer to assign the particular job to particular staff so I can control and direct them. ' (Participant A16).</p> <p>'Dean is only one who made a decision in the faculty.' (Participants A17).</p>	<p>Decisions made by one person to some extent is a reflection of individual rather than a collective orientation. Senior management is constantly called upon to make any decision.</p>

Fig.6.8 shows some indicators of how cultural values link to management processes and behaviors in Thai universities. It appears that the identification of organisational processes in Thai universities did not follow and fit into the five stages involved in the development of communities of practice. However, Thai cultural values and their associated behaviours seem to be congruent with the behaviours evident in Thai universities. For instance, members in communities of practice co-ordinated work across boundaries. They helped each other to solve recurring problems. They also established standards of working and built upon each other's contribution. On the contrary, in Thai universities, whilst staff discussed and co-ordinated within the office, the director or other senior staff were constantly called upon to make any decisions.

6.5 Discussion

6.5.1 Major Findings of the Study

The original question posed for this research is:

‘How effective are the organisational processes by which university managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?.

The key findings set out in the previous section are in two categories: the meaning of internationalisation and management arrangements for internationalisation. There now follows in the section is a discussion of the key findings of this research, taking into account in particular the Thai government policies, theory of communities of practice and the influence of Thai cultural values on workplace behaviours in Thai universities and higher-ranked and lower-ranked universities. The discussion is supported with reference to key literature.

6.5.2 Meaning of Internationalisation of University

It is significant that the definition of internationalisation by respondents did not emphasise on the 'process', but it heavily focused on 'international activities'. This confirms the finding of Arum & van de Water(1992) and Elkin et al., (2005) such as university status and reputation; international students; international curriculum and collaboration with international institutions. The meaning of internationalisation can be discussed into four categories: Thai government policies; prior literatures; Thai cultural values and higher-ranked and lower-ranked universities as follows.

6.5.2.1 Thai government Policies

This research suggests that in their understanding of internationalisation, Thai university staff give priority to 'Key Indicator Performance (KPIs)'. Firstly, according to The National Education Act, 1999, all Thai universities are required to implement both internal and external quality assurance systems to maintain and improve the academic and educational quality and standards at all levels. The example of key performance indicators for assessment of the quality of university are the numbers of international students, signed MOU partnerships, international publications, international staff (lecturers), exchange students and staff, and academic international activities organised by the university (Office of the National Education Standards and Quality Assessment, 2001).

Secondly, KPIs are also a measurement of education standards and quality for Thai universities in order to achieve higher ranking. Thus Thai universities should strive for excellence in the quality of higher education they offer as they need such to maintain their high academic quality. It is evident that to be a world class university and having higher ranking, the university is required to meet the

standard and quality assessment with respect to the key performance indicators. Particularly, higher ranked universities that have their missions to become a world-class universities are highly concerned about the KPIs. The Office for National Education Standards and Quality Assessment (ONESQA) specifies the four aspects of the quality standards effectiveness, administration, learning, and quality assurance. The aspects of quality factors can be classified into seven groups as shown in Fig 6.9

Figure 6.9 The Standard External Assurance

External Quality Assurance
1.Quality standard of graduates
2.Quality standard of research and innovation
3.Quality standard of academic services
4.Quality standard of preservation of art and culture
5.Quality standard of institutional and staff development
6.Quality standard of curriculum, teaching and learning
7.Quality standard of quality assurance system

Source: The Office for National Education Standards and Quality Assessment

The external quality assurance factors consists of 44 higher education criteria such as the number of international students, number of foreign lecturers, international curriculum, staff and students exchange, number of research publications, number of MOUs in which these characteristics are mentioned by the participants from the interviews and it confirms to the work of Chalapathi (2007); Suwanwela (2009). For instance, particularly in higher ranked universities their main priorities are providing an international programme and an international curriculum, the recruitment of international students, increasing the number of research publications and improving international environment on campus because theses aspects are

required by the standard and quality assurance and in order to become a world-class university and achieve a higher ranked university.

6.5.2.2 Prior Literatures

Findings reveal the understanding of internationalisation relates to international activities which supports the work of Arum and van de Water (1992), Elkin et al. (2005) and Van der Wende (2007). This research argues that meaning of internationalisation is not defined as a process which is proposed by Knight (2008). However, it confirms to Van der Wende (1997-2007) and Elkins *et al* ,(2005) that meaning can be defined as international activities such as international curriculum/programme, international collaboration, international students. And it also confirms to Stir (2006) Bennett and Salonen (2007) that it refers to diversity of cultures.

In relation to the KPIs, the understanding perception by staff are focused around board goals such as providing international programme/international curriculum, an increasing number of international student, increasing a number of research publications and improving international environment are mentioned as meaning of internationalisation which is noticed that the meaning more emphasises on the outside university such as become world-class university and having higher ranking university (university's image) plus more day to day arrangement such as a curriculum rather the inside university such as management process for internationalisation. On the other hand, there is very little focus on internal management encouragement and organisational processes to achieve internationalisation.

A summary of research findings of meaning of internationalisation can be seen in Fig.6.10

Figure 6.10 Research Findings of Meaning of Internationalisation

Previous Studies	Meaning of Internationalisation Themes	Importance of Meaning of Internationalisation Themes
International Activities -Back et al (1996) -Van der Wende (1997-2007) -Burn (2002) -De Wit (2002) -Yang (2002) -Kanjaniyot (2004) -Elkin <i>et. al</i> (2005) -UNESCO (2005) -Mok (2007)	1. Provide International programme and international curriculum 2. Key Performance Indicators (KPIs) 3. Development of teaching and learning 4. International students 5. Links with international partnership institutions	1. It equips students with new knowledge and international understandings in order to prepare them to work in a global world. 2. Becoming a world-class university and having a higher ranking. 3. It enhances new knowledge, skills and the performance in teaching of staff which results in the achievement of the world-class university. 4. The KPIs criteria elements of KPIs which require universities to become world class universities. 5. Staff they will learn and have benefit from international partnerships with other institutions
Process/Policies/Procedures -Arum and van de Water (1992) -Van der Wende (1997-2003) -Huang (2003) -Knight (2003-2008)	President's vision/ Policy for internationalisation	They play an important role in helping the institution to achieve its goal and aims.
Cross-culture and international perspectives -Stir (2006) -Bennett and Salonen (2007) -Crichton and Scarino (2007)	Diversity of cultures	It benefits students and staff to understand and to learn about other culture in order to develop an international perspectives.

Having an 'international curriculum' and an 'international programme' are considered to be ways to be like internationalised universities in the UK, USA and Australia. This research supports the work of Back et al (1996) ;Van der Wende (1997-2007) that international curriculum/ programme are predominant elements of internationalisation because Thai universities followed the Western university model by adding curricula. Therefore, internationalisation refers to universities that offer an international curriculum/ programme these have the added benefit to students of improving their language skills in order for them to operate in the global market. In addition, in Thailand it is considered that an internationalised university should offer multi-language taught courses to students in order for students to learn and experience other languages apart from English.

Most universities in Thailand have connections with international institutions and they are increasing the number of MOU signings. This approach confirms Elkin *et. al* (2005) who claimed that meaning of internationalisation refers to international activities. There are a number of reasons for increasing the number of international partnerships with other institutions. First, it helps universities to learn about what other institutions are doing to internationalisation. Second, it helps the university enhance the growth of its global development and cultural diversity through these experiences. It also benefits students and staff such as opportunities for students and staff to go abroad and learn about other cultures. International collaboration establishes relationships with international partnership institutions in which they believe that it initiates international activities such as the student and staff exchange with such international partnership institutions. In addition, this research confirms the findings of Van der Wende (1997-2007); Burn (2002); De Wit (2002) ; Elkin *et. al* (2005) that one of criterion for KPIs is having 'a number of international students' this is also important to Thai universities because it affects universities in order to become a 'world class university' and having higher ranking.

This research shows that the president's vision, policy and plan for internationalisation play an important role in helping the institution to achieve its goal and aims which confirms the findings of Arum and van de Water (1992) ; Van der Wende (1997-2003); Huang (2003); Knight, 2004). In addition, this research supports Soderqvist, (2002); Idrus *et al.*, (2007); Vapa-Tankosic and Caric, (2009) that the president and senior managers are very important to the university because they play a vital role to develop policies and administration system for internationalisation in the universities. Moreover, the committed and effective president is essential because he/she gives direction in universities, inspiring and motivating university staff as claimed by Hallinger & Kantamara (2000); Sriyanalugsana (2008).

The development of local Thai students is one of the elements of meaning of internationalisation given by participants. The development of students, quality of students and quality of graduates are important because they will enter the global marketplace. In this case, internationalisation means to produce quality graduates who are able to work abroad, while internationalisation helps also to develop and improve staff skills such as language and research.

This research supports to Stir (2006); Bennett and Salonen (2007); Crichton and Scarino (2007) that cultural diversity is given as one of the important meanings of internationalisation because it helps faculty, students and staff for understand cross-cultural environments. It also brings benefit to students in order for them to learn about multi-cultural education and development of interpersonal skills.

6.5.2.3 Thai Cultural Values

This research argues that the meaning of internationalisation in Thai universities greatly focuses mainly on achieving certain targets. It is not internally focused on management and organisational processes linked to the achievement of internationalisation. The key findings are very important because they give a perspective on internationalisation in Thai universities which largely shows that the focus is on the 'content' of internationalisation rather than management arrangements. This research shows that the Presidents of Thai universities play a vital role in the development of internationalisation in universities. It appears that without the president's vision and follow-up actions for internationalisation, the internationalised campus would never happen. Findings suggest that the meaning of internationalisation of universities in Thailand is regarded as the vision of the president and top management, which plays a vital role giving future direction for the university.

In terms of 'Thai cultural and values', it is noticed that the management process in Thai universities is dominantly 'Ego' which it is highly suggested how the importance of the president and top management as the key person to lead the success of internationalisation of the university. And there is even less evidence on people working together and sharing knowledge with respect to communities of practice. Accordingly, it manifests that the university's perspectives and university policy are derived from the president and top management team and the development of internationalisation of universities in Thailand depends on the 'university's leaders'.

In addition, because the 'image of outside' world is more important to Thai universities so it more focuses on achieving the aim for a world-class university. And this supports to the work of Soontawn (1979); Pimpa (2010) that in Thai

universities, the president and senior managers keep their ego because they cannot tolerate to let anyone look down on them or university and to save their face from any failure. For instance, higher-ranked universities appear to present their high standard status than other universities by emphasising the effective and numbers of international activities in their universities such as the effective international programme, large number and diversity of international students, large number of research publications. An effective international programme is a great concern for public universities because they claim that their universities have an effective international programme/curriculum that meet the education standard and KPIs while other universities, particularly lower-ranked universities do not, which perhaps to show their high level of universities' status and image.

6.5.2.4 Higher-Ranked and Lower-Ranked Universities

There is a large different between higher-ranked and lower-ranked universities for the extent of internationalisation. Comparing between higher-ranked and lower-ranked universities, findings indicate that higher-ranked universities are involved in a number of international activities such as international programme/ curriculum/ joint degree programme, international collaboration and staff and student exchange. Lower-ranked universities have fewer international activities than higher ranked universities because they are in the beginning process of internationalisation and some of them lack policies and plans for internationalisation.

Higher-Ranked Universities

Higher-ranked universities have written policies for internationalisation with a view becoming a world-class universities. The policies are developed and established by the effective senior managements in their universities who have international

vision. This supports Knight and De Wit (1999) who highlight importance of the leader's vision and commitment to develop internationalisation.

Since the aim of higher-ranked universities is to become a world-class and research university, they are required to have high academic standards measured against KPIs. Moreover internationalisation is also one of the requirements in order to become a research university. Consequently, higher-ranked universities appear to pay more attention and mainly focus on KPIs. In addition, it seems that KPIs and the extent of internationalisation on the campus are somewhat related, as most participants consider the international activities in their universities in relation to the criteria for KPIs. For instance, increasing the number of research publications and increasing the number of staff attending conferences are considered to be important in higher-ranked universities, in order to increase university ranking.

In addition, it is important to notice that higher-ranked universities have three main policies and plans for internationalisation. They are producing quality graduates, staff development and university policy/ leadership vision. There is no doubt that these policies and plans are the criteria for KPIs. First, the production of quality graduate is a significant concern as it affects university's status and image because it is one of the key performance indicators for the measurement of educational standards and quality in relation to a world-class university. Second, staff development plan is considered to be an essential element for the university to become a world-class university. All higher ranked universities tend to improve staff skills in order for staff to produce research publications and work with international partnership institutions which results in increasing a number of skilled staff and increasing KPIs making them become a world-class universities. Furthermore, the rapid staff development plan as initiated recently because of the trend of students' migration within Asian countries is dramatically increasing, so universities have to prepare for the ASEAN COMMUNITY in 2015 and also to

become a world-class university. Evidently, it reveals that higher ranked universities have potential and skilled staff, however, they tend to enhance international skills for staff by supporting and encouraging them to learn an alternative third language such as Chinese, Japanese, Malay, or French, Germany (Knight, 2006). Finally, university's policy/ leadership's vision are concerned because they play vital roles in guiding and directing the university's perspectives in order to become a world-class universities.

For this reason, higher-ranked universities are keen to achieve their policies and plans for being a world-class university by taking actions on such activities mentioned above with respect to KPIs. .

Lower-Ranked Universities

This research argues that most lower-ranked universities have no clear policies and plan for internationalisation and lack of financial resources. In fact, Some lower-ranked universities are just in the beginning stage of internationalisation or not starting yet. Despite most lower-ranked universities participate in some international activities in their universities, however it appears that they are lagging behind in internationalisation because of a lack of vision of leaders and skilled staff. The main concern to develop internationalisation in lower-ranked universities can be identified into three categories: leadership's vision; financial resources and staff.

Firstly, university policy/ leadership's vision is significantly concerned by lower-ranked universities. It is also pointed out that without a university policy there would be no university perspective and guidance for staff. Moreover, the most important is the vision of the president and policy makers because they are the key persons to direct the university. The support and commitment by the university leader dominantly influences the successful internationalisation in Thai universities (Knight and De Wit, 1999). The university leader is very important to the university

because they play a vital role to develop policies and administration system for internationalisation in the universities (Soderqvist, 2002; Idrus *et al.*, 2007; Vapa-Tankosic and Caric, 2009). Moreover, the effective leadership is important because he leads the direction in universities, inspiring and motivating university staff (Hallinger & Kantamara, 2000; Sriyanalugsana, 2008). A strong bureaucratic structure reflects the power control of the president, as a university's direction depends on the president's vision as a leader's vision refers to the goals of the organisation (Covey, 2005). This reveals that there is an essential need for lower-ranked universities to have a visionary leadership in order to attain the university's goals (Knight, 2006). Thus, most lower-ranked universities are concerned about the perspectives of the university which derives from the leader. Undoubtedly, a strong leader and leader's commitment in top universities presents a large number of international activities that universities have engaged and participated in, a large number of international activities with many international partnerships more than lower-ranked universities.

Secondly, financial resources are one of the obstacles to lower-ranked universities as some of them are struggling from a lack of funding in order to develop internationalisation in their universities. From the researcher's experiences, in some faculties that have few numbers of students seemed not to be able to support staff with the staff development scheme such as staff study abroad, English training for staff, research project and staff attendance at international conferences. For instance, a lack of financial resources relates to staff development plan which causes a lack of skilled staff in lower ranked universities.

Thirdly, the challenges of developing staff should highly be of concern as staff plays a vital role to increase university's competency (Knight, 2006). In fact, English language is not the first language for Thai people, however, English language is claimed as a common language in the world (Altbach, 2004), therefore in order to develop internationalisation in Thai universities, English proficiency is

the most important issue for Thai people (Komolmas, 2009). And thus it is a vital need for university staff to improve language skills especially English language.

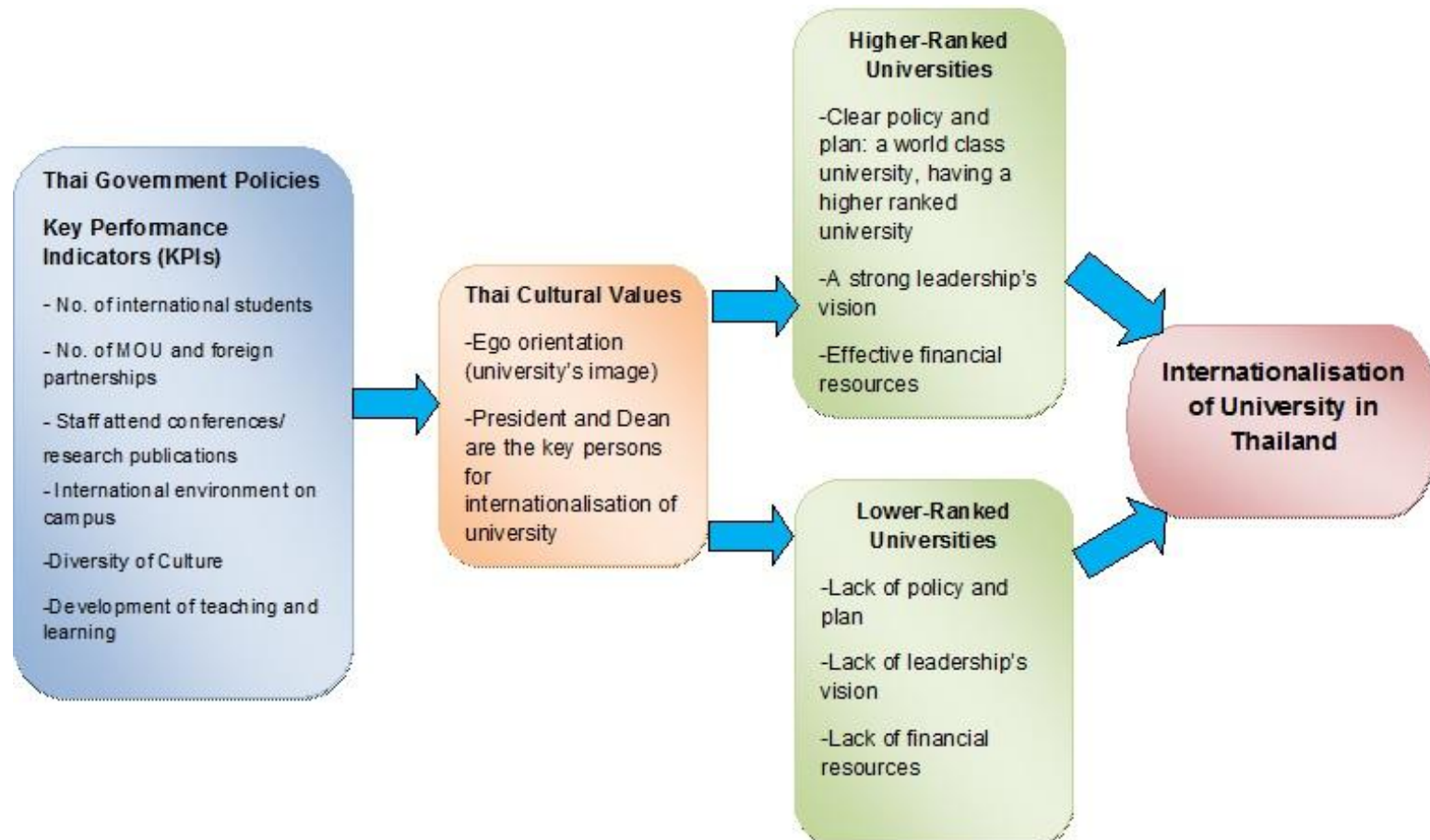
In addition, faculty support for staff attendance at conferences, increase in published papers or articles and providing staff with the opportunities for collaborative research abroad were shown to be a strong and consistent perception. There is a significance to increase the number of research publications because it is one of the key indicators for university ranking and it is added in a university strategic plan.

To sum up, it is evident that higher-ranked universities have clear written down policies for internationalisation and a world-class university and they have taken actions that are seen by the improvement of university rankings. The key point is that they have strong and effective leaders that are most predominant in the universities. Since higher-ranked universities have clear policies for internationalisation and world-class universities, the criteria for KPIs are frequently mentioned by participants because it is the measurement for world-class universities as well as university ranking. In fact, this research claims that internationalisation of university in Thailand exclusively focuses on KPIs. university ranking is highly competitive between higher-ranked universities in Thailand because they desire to be the first ranked or at the least improve their rankings. The rationale for improving their rankings is to obtain university recognition and reputation in order to recruit many more local and international students. Thus, universities pay special attention to improve their KPIs by increasing numbers of activities with respect to the KPIs measurement.

It can be seen that higher-ranked universities have put more effort into achieving the requirement of education standard and quality assurance in order to attain world class university status and improving their university world ranking by increasing the number of international activities as a way of showing their

adherence to and achievement of the key performance indicators. The point that can be made is that higher-ranked public universities have a clear mission and goal for internationalisation and becoming a world-class university, therefore, they defined internationalisation as the process of achieving the ambition to become a world-class and research university. Consequently, to become a world-class and research university, they need to achieve KPIs requirement. Moreover, KPIs seemed important to universities because it affects university ranking which resulted in university reputation and recognition. This research claims that higher-ranked universities emphasise the actions with respect to their university's strategies, while lower-ranked universities seem to need much more effort to develop an internationalised campus. Accordingly, internationalisation of university in Thailand is regarded as the process of policies from Thai government which is key performance indicators (KPIs) implemented by universities in Thailand integrating with the Thai cultural values as can be seen in Fig. 6.11

Figure 6.11 The Process of Internationalisation of university in Thailand



6.5.3 Arrangements for Internationalisation in Thai universities

The previous section sets out a discussion around the meaning of internationalisation as understood by staff in their universities. This section of the chapter will focus on the experience of staff within the context of their organisations. This section will discuss the organisational processes in Thai universities based on the conceptual framework (see Fig. 4.6.): communities of practice behaviours, Thai cultural values behaviours and higher-ranked and lower-ranked universities in relations to the findings.

6.5.3.1 Communities of Practice Behaviours

According to the conceptual framework that points out two possibility of organisational processes achievement: disabling and enabling. If the theory of communities of practice is applicable to Thai universities, the enabling is suggested. The framework suggests the behaviours of communities of practice which are people are bound together with common interest, they share knowledge and they co-operate between individuals within groups and team-working. It is important to point out that achieving communities of practice in an organisational setting allow organisations to boost their effectiveness and efficiency (Smith & McKeen, 2003; Ardichvili *et al.*, 2003; Wenger *et al.*, 2002) by connecting people with similar interests, helping to interconnect with the expertise and knowledge sharing, and increase productivity (Snyder, 1997). And this results in the communities of practice behaviours that mainly focus on the knowledge sharing, co-operation and participations which is against the behaviours of organisational processes in Thai universities because Thai universities are dominantly influenced by Thai cultural values and hierarchical system. Thus, communities of practice may not be applicable to Thai universities because of the Thai cultural values which will be discussed in the following section.

6.5.3.2 Thai Cultural Values Behaviours

It appears that Thai cultural values behaviours that suggest in the framework affected organisational processes in Thai universities. The behaviours that involve in Thai universities are such as the position and status limitation; reluctance to share knowledge and learning, restricts interaction and sharing with others and limitation of participation. And it appears that the Thai cultural values and behaviours are embedded in Thai people and society in which this research supports the work of Komin (1990-1991). For instance, universities in Thailand are hierarchical system in their organisational structures and management, the president and top management are the key persons who play a vital role in directing the university. Inevitably, university perspectives and actions depend heavily on their leadership (Komin, 1990; Holmes, 1995). Since there is a difference of the degree of internationalisation between higher-ranked and lowered-rank universities, they are discussed in the following section.

Higher-Ranked Universities

Findings suggest that higher-ranked universities have clear plans and policies for internationalisation, becoming a world-class universities and research universities because they have strong leaders, the presidents' visions and support from the government and this supports the work of Knight and De Wit (1999); Van der Wende (2001b); Qiang (2003) and they also have central international Affairs, and they have financial support and resource allocation and this confirms to Soderqvist (2002); Vapa-Tankosic & Cari (2009). Findings also show that higher-ranked university have a strong leadership who have a clear vision in internationalisation which will help the institution to achieve its goal and aims and this proves the work of Qiang (2003); Soderqvist (2002); Kondakci *et al.*,(2006). They have effective central international offices that help co-ordinate activities and people from different faculties or departments which is essential for the universities to achieve its goals

and this supports Knight and De Wit (1999); Zolfaghari *et al.*, (2009). Inevitably, higher-ranked universities are the hierarchical organisations. There is a limitation of position and status and involvement in decision-making processes. The president and top management are the key persons who only involve in decision-making processes which prove Komin (1990); Holmes (1995); Thanasankit & Corbitt (2002); Holmes *et al.* (2003); Tiranasar (2004); Intaganok (2008); Muenjohn (2011). Although there is a limitation of the organisational processes in higher-ranked universities however, they have strong leaders, clear policies and plans for internationalisation, financial resources and effective international affairs offices that greatly help them to achieve their goals.

Lower-Ranked Universities

Findings advises that lower-ranked universities are considered less developed internationalisation than higher-ranked universities. It appears that they are lack of policies and plans for internationalisation because they are lack of leadership vision, financial resources and support from the government. Moreover, the Thai cultural values and hierarchical system influence the organisational processes in their universities. Findings show a strong hierarchy and Thai values and behaviours in lower-ranked universities which results in the predominantly reasons for the less developed internationalisation. The president of the universities play a vital role to direct the universities' perspectives. And this results in the limitation of position and status for equality between individuals and impedes organisational interaction, the limitation of involvement decision-making processes, the restriction in interaction and sharing with others and limitation of participation by individuals and groups at all levels which support Komin (1990); Holmes (1995); O'Sullivan & Tajarosuk (1997); Maguire (2002); Thanasankit & Corbitt (2002); Holmes *et al.* (2003); Tiranasar (2004); Intaganok (2008); Muenjohn (2011). Consequently, these behaviours address the barriers to develop internationalisation in lower-ranked universities.

In order to clarify the relationship between Thai cultural values and behaviours, the explanation of the Thai cultural values and behaviours in relations to previous studies and participant's responses is shown in Fig.6.12

Figure 6.12 Explanation of the Relationship between Thai Cultural Values and Behaviours

Previous Studies	Thai Cultural Values and Behaviours	Participant's Responses in Current Research
<p>1.Hierarchy (Shor, 1960; Komin, 1990; Holmes, 1995; Thanasankit & Corbitt, 2002; Holmes <i>et al.</i>, 2003; Tiranasar, 2004; Intaganok, 2008; Muenjohn, 2011)</p> <p>2.Ego orientation (Keston, 1988; Komin, 1990; Komin, 1991; O'Sullivan & Tajaroensuk, 1997; Maguire, 2002; Tiranasar, 2004; Hongladorom & Ess, 2006; Muenjohn, 2011)</p> <p>3.Smooth interpersonal relationship (Komin, 1990; Komin, 1991; Intaganok, 2008)</p> <p>4.Grateful Relationship (Komin, 1990; Komin, 1991; Mulder, 1994; Podhisita, 1998;</p>	<p>-Importance of position and status limit the potential for equality between individuals and impedes social interaction.</p> <p>-Limitation of Involvement in decision-making processes.</p> <p>2. Ego orientation</p> <p>-Preference to work individually and not within the group.</p> <p>-Reluctance to share knowledge and learning.</p> <p>-Lack of equality between individuals in decision making.</p> <p>3. Smooth interpersonal relationship</p> <p>-Reluctance to share knowledge and learning.</p> <p>-Lack of openness between individuals.</p> <p>4. Grateful Relationship</p> <p>-Limitation of Involvement in decision-making processes.</p>	<p>'Everything depends on the president. Apparently, I did not see the aspects of internationalisation from the president.' (Participant A12).</p> <p>'Dean is only one who made a decision in the faculty.' (Participants A17).</p> <p>'The most important is to set up a department that is responsible for internationalisation which needs support from the top management.' (Participant A31).</p> <p>'My staff have their roles and responsibilities because they have individual work separately. We have a meeting when we were assigned works by the vice president or the president.' (Participant A24)</p> <p>'Dean is only one who made a decision in the faculty.' (Participants A17). 'Dean is only one who made a decision in the faculty.' (Participants A17).</p> <p>'The most important is to set up a department that is responsible for internationalisation which needs support from the top management.' (Participant A31).</p>

This research confirms to Komin (1990); Holmes (1995); Thanasankit & Corbitt (2002) that the organisational structure in Thai universities are hierarchy where the president are the key person who make all decisions in the universities and dean who make all decisions in the faculties and the decisions are made and passed through the hierarchical organisational system. The findings contribute to the work of Shor (1960); Holmes *et al.* (2003); Tiranasar (2004) that Thai universities have very strong hierarchy with the bureaucratic leadership controlling the organisation. Moreover, this research claims that the importance of position and status limit the potential for equality between individuals and impedes social interaction. For instance, the president and the Dean who are the most powerful in the university and faculty, respectively have the major responsibility for controlling all units in university and faculty and direct missions and goals in university and faculty.

This research claims that ego in the university regards the preference for leader and staff to work individually and not within the group and the leader or staff who prefer not to be under control by anyone and it contributes to Komin (1990). The leader prefers to control staff by themselves. The organisation influences the perception of staff capabilities involved in their roles and responsibilities because of power between leaders and staff which describe how staff show respect to the leader such as polite, humble, criticism avoidance and kreng jai which confirms to the work of Intaganok (2008). In addition, dean, senior managers and staff prefer to present non-verbal communication during people exchange communicating message or communication is characterised to be less precise, to emphasise listening rather than speaking. In other words, staff do not expect to ask any questions to their senior managers or colleagues, they usually only listen and accept from dean or senior managers in which this research confirms to Hall (1976); Harris and Moran (1996); (Mulder, 2003:22).

This results in the behaviours to restricts interaction and sharing with others, reluctance to share knowledge and learning and lack of equality between individuals in decision making. Their ranks refer to their pride, honour and power which establish the ego orientation which are the most important value for Thai people. Leader's ego regards a leader who enjoys executive power, respect and loyalty from staff. This results in lack of equality between individuals in decision making. In addition, this research confirms Soupap (1975); Apapirom (1976) that staff ego refers to the preferences of staff to work on their own and they consider the satisfaction of themselves rather concern with engaging the group or corporate with others. They believe that working in a team with other people can require each individual to make compromises. Moreover, they feel more comfortable working individually than working with a group or team. This results in limitation of participation by individuals and groups at all levels. Findings also reveal that participants are reluctance to share knowledge and learning because senior managers or staff tend not to disagree. They should kreng jai or avoid offending. Consequently, they always agree to show their positive response to make everyone happy in which this research confirms to (Mulder, 1996).

This research suggests that in order to succeed at work, the behaviours for senior managers and staff are reluctance to share knowledge and learning and they are restricts interaction and sharing with others because staff always make good relationship to dean, deputy dean, their senior managers and their colleagues because if some day they would like to ask a favour from those people, it will be easier for them to get help. Accordingly, the research supports the work of Komin (19900; O'Sullivan and Tajaroensuk (1997). In addition, the smooth interpersonal relationship also refers to the harmony and face saving and conflict avoidance which results in the limitation of participation by individuals and groups at all levels and restricts interaction and sharing with others in which this research confirms to Muenjohn (2011). For instance, senior managers and staff prefer to keep a positive

manner to each other and good environment at the faculty or department. Staff follow disciplines and rules and they do what they are told by their senior managers or dean. And staff always listens to their leader and dean with respect

Findings confirms to Komin (1991); O'Sullivan & Tajaroensuk (1997) that the behaviours for senior managers and staff are limitation of involvement in decision-making processes. Because it is important for dean or senior managers to concern and take care of staff. They should be obliged to assist, guide and protect their staff and staff should show gratitude by expressing respect, loyalty and support to the leaders.

In brief, it is significant that the theory of communities of practice emphasises on the sharing of skills and knowledge and cooperation which may not be applicable to Thai universities because of the limitations of the sharing of ideas and knowledge and a cooperative approach. However, it seems that organisational processes in Thai universities are affected by Thai cultural values, particularly, hierarchy and ego orientation dominantly influence organisation and management system in Thai society which result limitation of flexibility and decision making in the organisation. This research points out the limitations and the constraints on the management processes and behaviours for internationalisation of universities in Thailand.

6.6 Summary

This chapter presents the main findings of participants from online questionnaires and interviews, as findings from on-line questionnaire provided supporting results to the findings from the interviews. It is significant that types of universities (public and private) described the differences in development of internationalisation in their universities. Public universities seem to have clear policy and strong leaders and

the potential to achieve their goals, as well as staff positions significantly reflecting the decision making and management process. It can be seen that top managers have authority to make decisions in the universities which seemed to be a limitation for the effective organisation. The interpretation of the findings are discussed further in the next chapter.

In this research the author has considered an alternative explanation for the ways in which internationalisation in Thai universities is being approached and has reflected on Thai cultural values. It is considered that the values entrenched in Thai society greatly influence the management structures and relationships between individuals and groups within organisations, including universities. Such considerations provide a clearer explanation for the findings of this research. Whilst the Thai government has set out policies for Higher Education, including policies for the internationalisation of university campuses, especially with the coming of the ASEAN arrangements, it might be the case that the achievement of such policies could be greatly inhibited by the lack of coordination and positive action by management in Thai universities.

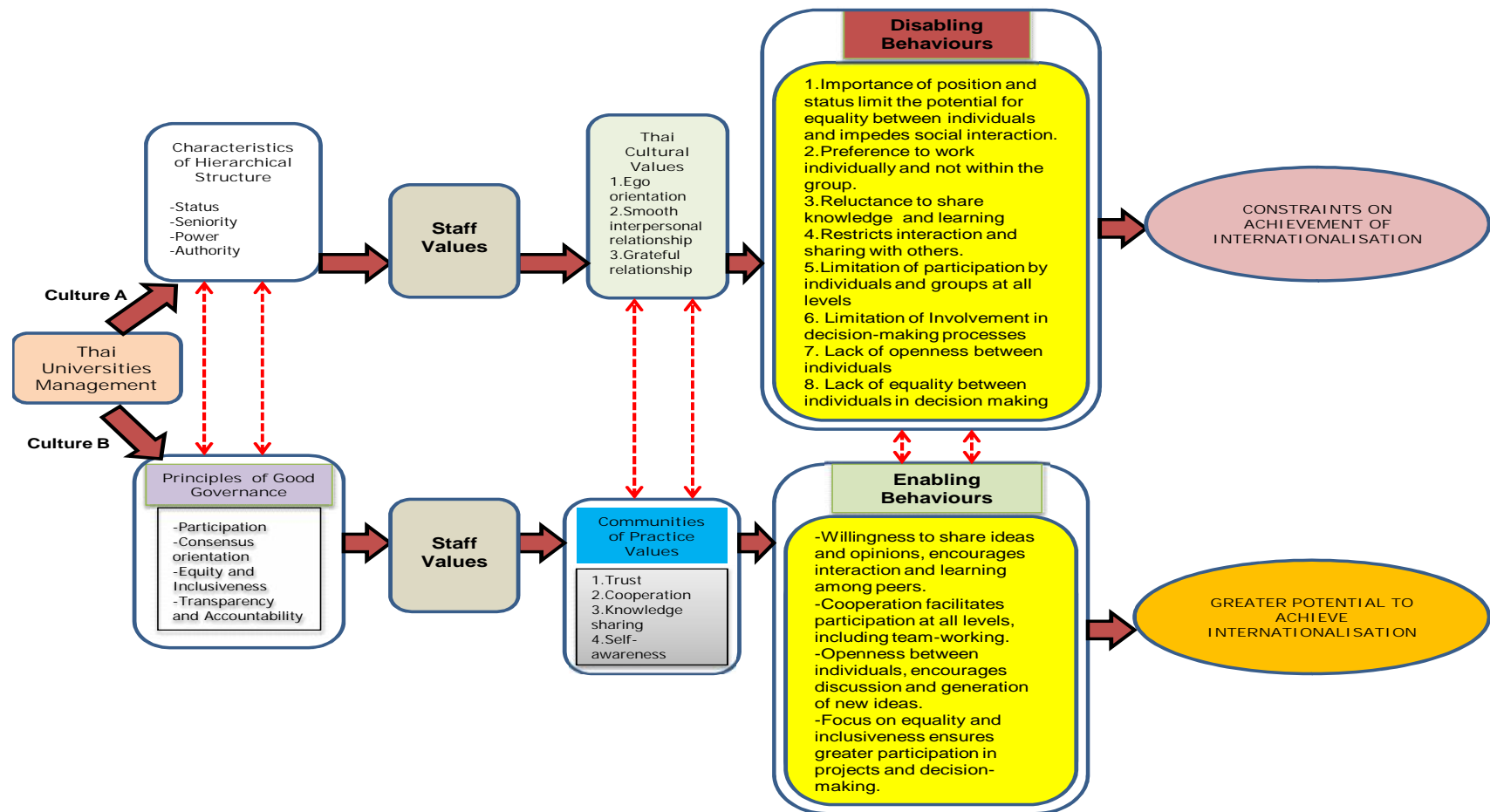
The predominant influence of Thai values (hierarchy status, ego orientation, smooth interpersonal relationship and grateful relationship) means that there are limitation as to what can be achieved in pursuing the goal of internationalisation and a world class university. The conclusion chapter will set out the implications of the conclusions of this discussion for the management of Thai universities.

CHAPTER SEVEN: CONCLUSION

7.1 Introduction

This chapter sets out the conclusions of the research. The research question and the research objectives provide a stepping-off point for the chapter. In addition, the conceptual Framework as revised in Chapter 6 is used as a guide for the issues covered in the chapter (see Fig 7.1 overpage). The conclusions are set out in sections as follows: Thai government policy on Higher Education; the meaning of the concept of internationalisation; the processes of organisational change for internationalisation on Thai university campuses. These sections are followed by a consideration of the contributions of this research to theory and practice. Recommendations are then put forward for Thai university managements and higher education policy makers in Thailand. There then follows commentary on the limitations of the research and suggestions for future research on Thai universities and internationalisation, building on the knowledge gained from the current study.

Figure 7.1 Conceptual Framework: Thai Universities Alternative Management Cultures



7.2 Research Question and Objectives

Research Question

'How effective are the organisational processes by which university managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?'

Research Objectives

1. To outline government policy on the internationalisation of universities in Thailand.
2. To explore the meaning of the concept of internationalisation as experienced by staff in universities in Thailand.
3. To evaluate the organisational processes which facilitate the change to a more internationalised campus in Thai universities.
4. To establish the key processes of organisational change in Thai universities.

The discussion is based on the four main research objectives.

7.2.1 Thai Government Policy

Thai universities are now being affected by significant regional changes with the new ASEAN agreements and arrangements, and this has brought certain external pressures for change to universities. These changes include greater internationalisation of campuses. Thai government policies are summarised in Fig 7.2 (Ratananukul, 2012). The reform of the education system is partly to promote 'university autonomy' in Thai universities.

Figure 7.2 Thai Education Policy Framework 2012

Thai Education Policy 2012
Reform of Education System
Teacher and education personnel development
Enhancement of education quality
Accessibility to education and life long learning
Employability of graduates, role of real sector and enhancement of national competitiveness
Articulation of all levels of education
Governance, management and financing
Increase of competitiveness of human resources to serve liberalisation of ASEAN COMMUNITY

Source: Ratananukul (2012)

According to those policies, the main goal is to develop quality of higher education such as quality of graduates, quality of faculty members, quality of researchers and quality of education provision (Ministry of Education, 2010). Consequently, education reform, governance and management have been included in the Thai education policy framework 2012. The Thai Government believes that university managements should work towards 'good governance' in order to help with the enhancement of the quality of teaching and learning in universities. Therefore, the most compelling evidence is that government encouraged all public universities to transform to university autonomy which allowed them to obtain freedom and flexibility in academic, personnel and finance management. However, there have been only 15 out of 79 public universities that are autonomous universities from 1999 – 2012. Those public universities delay to transform to autonomous universities for a number of reasons such as insufficient funding, performance evaluation and personnel management. The insufficient funding from government reflects the university revenue which is some autonomy universities face a difficult situation (Suwanwela, 2008). The fear of staff for performance evaluation system

of autonomous universities such as unfair, and poorly treated is one of the main barriers to the transformation to autonomous universities (Kirtikara, 2002). However, the fifteen autonomous universities are the higher ranked universities that have potential, status and reputation, financial resources, though some of them are struggling to find funding and revenue income for their universities (Suwanwela, 2008). Accordingly, it is still on the discussion for universities to delay transforming to university autonomy.

Another important issue that derives from the education policy framework 2012 is university staff development. A realisation of a lack of language skills in Thai people which the Thai government is aware of has resulted in staff development plan being included in the policy, according to the 11th National Economic and Social Development Plan (2012-2016). The policy states the need to implement the new dimension of staff development such as research capacity strengthening, development of university leadership and mentoring in teaching (Office of the National Economic and Social Development Board, 2012). There is evidence that universities in Thailand are increasing support for staff development such as supporting staff to be trained abroad, study abroad and improve their English skills.

In addition, since the emergence of ASEAN COMMUNITY 2015 affects the development of higher education institutions in Thailand key concern is to focus on the higher education strategies for the ASEAN COMMUNITY 2015 (OHEC, 2010). The policy majorly aims to produce Thai graduates to meet international standards and to recognise their responsibilities as a member of ASEAN COMMUNITY including the strategy to develop language skills in Thai people.

To achieve the aims of Thai government policy for higher education, in particular for the autonomy of universities and enhancing staff development, both of which are essential for internationalisation of campuses, a number of obstacles to these

aims will have to be overcome. The structures and practices which are enshrined in university managements are significant constraints to achievement of the aims. The challenges to Thai universities are shown in Fig 7.1. While universities continue to operate on the basis of strict hierarchical and inflexible management structures and this along with the limitations on behaviour imposed by Thai Cultural Values, the potential to achieve internationalisation, through the required organisational arrangements (such as greater participation) and staff skills, will be limited. An adherence to the principles of good governance, which are closely related to the practices of communities of practice, is not only desirable but also essential for the achievement of 2015.

7.2.2 Meaning of the concept of internationalisation as experienced by staff in universities in Thailand.

This research provides evidence to identify the meaning of internationalisation as experienced by staff in universities in Thailand. The meaning of internationalisation in Thai universities mainly focuses on key performance indicators in order to become a world-class university and achieve higher ranking such as international curriculum, having international students, attending international conferences (Van der Wende ,1997-2003; Elkin *et al.*, 2005). In addition, the most important point is the 'policy for internationalisation' which is established by 'university leaders' who plays a vital role in direct the university (Arum and van de Water ,1992; Van der Wende ,1997-2003; Huang ,2003; Knight ,2003-2008; Nilphan ,2005; Soderqvist ,2002). It can be pointed out that the meaning of internationalisation is not about management arrangements to achieve internationalisation which seems that the whole institution is geared towards achieving certain objectives concerning internationalisation. This helps to highlight that the significance and importance that the universities attach to internationalisation are not linked to the management structures and behaviour in the organisation. Apparently, the most important approach to develop internationalisation of higher education includes

organisational strategies that refers to those arrangements that help institutions to develop policies and administrative system, particular in the organisation for internationalisation namely, policies, strategic plans, goal for internationalisation, establish organisational structures system decentralised organisation (Knight and De Wit ,1999; Soderqvist, 2002; Vapa-Tankosic & Cari , 2009). However, it is important to realise that the hierarchical structure in Thai universities addresses how leaders are the most important person in the universities and how they have authority to make decisions? Therefore, if the universities are keen to develop internationalised campuses, the committed presidents and the management structures and behaviour in the organisation are suggested.

7.2.3 Organisational Processes and Internationalisation

This research evaluates the effectiveness of organisational processes in Thai universities by using the theory of communities of practice, in which cooperation and the sharing of skills and knowledge are dominant themes (Lave and Wenger, 1991). Whilst communities of practice as a way of describing and explaining organisational processes has been beneficial in Western contexts, this does not appear to be the case in an Eastern organisational setting. This research finds very little evidence of the characteristics such as participation of staff in decision making, the sharing of ideas and knowledge and a cooperative approach to tasks and projects. An analysis of findings has shown that a much more accurate and reliable explanation for the approaches by management to the internationalisation of their campuses can be found in the constraints on management structures and behaviour, imposed by Thai cultural values. It appears that the organisational processes in Thai universities seem to be strict and limited by Thai cultural values. A top-down structure, keeping an outwardly 'positive' manner, compromising at work and senior management's patronage appear to reduce the effectiveness in organisations for internationalisation.

The conceptual framework shows that there are alternative routes which can be taken by managements of universities to achieve more internationalised campuses. Whilst there appears to be a strict separation of these alternatives, Culture A or Culture B, there is also within the Framework, the option to merge the two approaches and indeed, more radically to substitute one approach for another. In other words, Culture A could over time be replaced by Culture B. (Although, should such a transition happen, it is likely to be very slow. Also, more importantly, during such a transition, raises fundamental questions about the nature of Thai culture). However the two alternative options for management culture are related and are not mutually exclusive. These alternative options will now be considered in the sections below.

Culture A

With the option for Culture A, the conceptual framework illustrates the fundamental influence of a strict hierarchical structure in Thai organisations. Whilst most organisations west and east conform to a hierarchical management structure, in Thailand the hierarchy is all-embracing and with limited flexibility built into the system. However, in universities say in Europe, the hierarchy is likely to embrace much greater flexibility and a delegation of decision-making to lower levels. On the other hand in Thailand, the stricter hierarchical arrangements means that in organisations, power and decision-making rests firmly with the higher levels of the hierarchy.

Within hierarchies in Thailand, the influence of Thai Cultural Values is such that a number of specific behaviours are likely to occur in organisations. Firstly, the status position of an individual as defined by his or her position in the hierarchy has a direct influence on a number of behaviours. Those low down in the hierarchy and in the lowest status positions in universities, say lecturers are less likely to be given responsibility for decision-making. They will depend on individuals at a

higher level such as Deans, making decisions. This lack of delegation and sharing of decision making can slow up processes, inhibit learning. The lower status person is much less likely to take initiatives and progress projects in an independent way.

The Thai value of *ego orientation* means that the individual prefers to work independently and may be reluctant to share ideas and opinions with others. Such an approach can restrict interaction with others and limit creative participation in projects and inhibit effective team-working. *Smooth interpersonal relationship* means that individuals are unlikely to criticise or comment negatively on other people's ideas and proposals, in order to retain what they consider to be a good working relationship. Any comments on ideas and proposals are likely to be 'positive' and complementary. As a result, open discussion will be inhibited, real problems and issues may be avoided and projects will lack robust discussion which will threaten their successful implementation. *Grateful Relationship* means that a staff member may have a sense of obligation to a superior and will therefore support and show obedience to that superior person. So for example, this obligation will take precedence over say any commitments that the staff member has to other individuals or to a group project. The staff member will therefore be restricted in their interactions with others and thus in their wider participation within the organisation.

Culture B

As an alternative to hierarchical structures and the behaviours associated with Thai Cultural Values, Culture B is based on the principles of good governance and the related values enshrined in Communities of Practice. The Principles of Good Governance are such that they would not be attainable in practice, within an organisation modelled on a strict hierarchy. If within an organisation management wishes to achieve greater participation, decision-making based on consensus, greater equity and transparency in all arrangements, then the values of trust,

cooperation, knowledge sharing and self-awareness will be essential to the achievement of these principles in practice. These values, individually and in combination will contribute to behaviours beneficial to the organisation and the achievement of its objectives, such as internationalisation. Greater participation by staff at all levels in projects and decision-making and improving the quality of communication between staff in the organisation are behaviours which will enable the organisation to achieve its goals.

So, if the situation in Thai universities with respect to internationalisation is to improve, substantial organisational change will be needed. As any initiatives for change are likely to start from a position where attitudes and behaviours as described in this thesis are likely to be fairly 'fixed', a number of management techniques will be needed to help to bring about change. For example, sharing ideas and cooperating in actions with others, within a group or team will be approaches which will need to be reflected on by staff at all levels in a university.

7.2.4 The Key Processes for Organisational Change in Thai Universities

Since the communities of practice and good governance seem to relate in some ways, for instance, communities of practice suggest in knowledge learning and sharing the people's learning and sharing behaviours in organisations (Wenger 1998), good governance introduces participation, consensus orientation, equity and inclusiveness transparency and accountability.

According to the characteristics of good governance appears to be a key process of organisational change, it is noticed that there are four characteristics that could dominantly apply to the university which are participation, consensus orientation, equity and inclusiveness transparency and accountability (UN, 2001). These four characteristics of good governance are established as the key processes of

organisational change in Thai universities in which they build flexible organisation, help organisation to improve top level decision-making processes and increase organisational performance. Participation is a predominant key processes change in Thai universities because it engages in a process of decision making and the flexibility of management process which is a constraint on the achievement of internationalisation of universities in Thailand.

Change and the Future for Thai Universities

This research has shown that the management arrangements for internationalisation of Thai university campuses are predominantly influenced by the behaviours brought about by Thai cultural values. As a result, there are significant obstacles to achieving the goals of internationalisation on these campuses.

In UK universities for example, there are more open and flexible management systems which relate more closely to a good governance/community of practice approach. There tends to be a greater emphasis on flatter management structures rather than hierarchical systems. Generally, within such systems, decision-making is delegated to teams, informal groups and individual members of staff. In this case, systems are not limited and it is flexible. Such structures and management arrangements are important and indeed might be considered to be essential, in order to respond to the forces of internationalisation and external demands. An organisation which through its management structures and culture is open to change is in a position to grasp opportunities and to develop and achieve its strategy. An organisation which has a system which is more fixed and limited and a management culture which is hierarchical and autocratic and in which decision making powers are not spread more evenly- responses to pressure for change will be more limited and any objectives for internationalisation are less likely to be achieved.

Accordingly, the achievement of internationalisation remains a question for Thai government and higher education institutions. If the management structure and behaviour patterns are limited and fixed in Thai institutions organisations, how can this be achieved if Thai cultural values present such significant obstacles? In the future, will Thai universities remain in their fixed states with very little openness to the changes that are needed? Or, will there be a realisation that in order to survive as an organisation and to compete in an open global market, radical changes will be needed?

It has been argued that in any country and in any society, universities are repositories of innovation and change. The thinkers within universities should provide a lead for society at large:

‘Adopting a national strategy for the restructuring of higher education institutions, including encouraging institutional models that are future oriented, open, flexible, dual-or mixed mode, lifelong, entrepreneurial and responsive to changing needs, including human and social issues’. (Yibing, 2008:232)

Therefore, in order for Thai universities to survive in the global and ASEAN marketplace, they will need to establish more flexible and open management structures in which their management structures will need to move towards good governance. Management arrangements to achieve the internationalisation of campuses will have to be in a new style with a very different management culture. This raises important questions about Thai culture and any concerns in Thailand about its possible dilution.

7.3 Contribution to Theory

In this research, the researcher has tried to answer the research question *‘How effective are the organisational processes by which universities managements are endeavouring to facilitate the change to more internationalised campuses in Thai universities?’*.

communities of practice theory was chosen as the framework to help understand the processes involved in management in Thai universities. However, it has been shown and discussed throughout this thesis that whilst communities of practice theory might help an understanding of management practices and dynamics in Western management contexts, the Eastern context is very different. Communities of practice theory claims that the values of trust, cooperation and self-awareness and the associated participating behaviours are essential for effective organisational practices to be established and to thrive. However, it has been argued in this thesis that the emphasis on a strict hierarchy in Thai managements allied to the attitudes and behaviours arising from deeply embedded Thai Cultural Values, are the predominant influence on management arrangements in Thai universities. Therefore, communities of practice theory cannot claim universal application in order to explain behaviour in organisations. Rather, it appears that the theory is restricted to more Western management contexts. So, this research suggests that for communities of practice theory to have credibility and to have any real usefulness in practice in the Thai and possibly Asian contexts, there needs to be some way of merging the theory with an understanding of cultural values. Also, as has been shown in this research, there is a similarity between good governance principles and communities of practice values.

In addition, meaning of internationalisation, this research contributes to the literatures on meaning of internationalisation that helps to strengthen Arum and van de Water (1992), Elkin et al. (2005) and Van der Wende (2007)'s work by confirming the usefulness of their definition in relations to the international activities. In addition, this thesis supports Knight and De Wit (1999); Soderqvist, (2002); Idrus *et al.*, (2007); Vapa-Tankosic and Caric, (2009) that the university leader and top management play a vital role to develop policies and administration system for internationalisation in the universities. This study has proposed that the meaning of internationalisation can be applicable to Asian countries and Thailand. This is an novel finding and one which will influence future research in this and similar fields.

In addition, governance, leadership and internationalisation can be brought together in a framework that is specific to the Thai situations.

7.4 Contribution to Practice

The contribution to practice can be identified within three categories as follows:

Good Governance and Communities of Practice: The research highlights the relatedness of good governance principles and communities of practice values. This congruence suggests that for organisations which are endeavouring to introduce good governance principles into their management arrangements, the use of communities of practice theory may also be useful in applying techniques of organisational change.

Thai Cultural Values: The research has clarified the links between the predominant values which are held in a Buddhist culture and prevailing behaviour patterns in Thai organisations. This is important because such links have not been clearly documented previously, in particular in higher education institutions

Organisational Change: The research shows (see Fig 7.1) that there is potential for a merging of Thai Cultural values and communities of practice values. However, if such a merging is to be achieved in Thai universities, changes of behaviour will be slow and much thought would need to be given to the management techniques which might be used to bring about effective change.

Figure. 7.3 Ideal Organisation Model

Ideal Organisation	Thai Cultural Values Barriers	Good Governance
Participation of members in the process of decision making	Hierarchy, Ego	Learning to practice system change
A requirement of fair legal frameworks	Hierarchy, Ego	Learning legal frameworks to understand rules and regulations
The available and accessible information from decision-makers	Hierarchy, Ego	Learning to practice system change
Members are belong to the society and treated equally and well being	Hierarchy	Increasing participation in learning good practice
Organisation must be accountable to their organisations	Hierarchy, Ego	Learning an obligation of an individual to account for activities and accept responsibility

Figure 7.3 presents the ideal organisation model. The good governance principles is a process of decision-making which involves participation of members through organisations. The ideal organisation model (see Fig.7.3) adapts and modifies theoretical structure of the good governance principles which provides effective ways to remove Thai cultural value barriers to successful internationalisation. This new model is a synthesis of the principles of good governance with those aspects of Thai culture which are predominant and which create the barriers to internationalisation which are most difficult to overcome. This is new to the literature and thus makes a significant contribution to our understanding of the cultural context of internationalisation and the ways in which context can be

addressed. Hence, a model is proposed which can be held up to academic scrutiny but can also have practical significance.

7.5 Recommendations for Higher Education in Thailand

The findings of this study have a number of important implications for future practice. This study suggests that several courses of action would be beneficial for universities and for government with respect to internationalisation. The recommendations are directly linked to the issues that have arisen from a discussion of communities of practice, Thai Cultural Values and good governance principles as related to management structures and the individual and group dynamics within organisations. The recommendations are shown in Fig. 7.4.

Figure 7.4 Recommendations Concerning the Internationalisation of Thai Universities

Recommendations for University Managements and Education Policy Makers	
Recommendations for University Managements	
1.	Review the whole management structure of the university in order to assess if it conforms to the principles of good governance, as required by the Thai government.
2.	To be in accordance with good governance, the university management should reduce the emphasis on a strict hierarchical system of management and facilitate instead a 'flatter' structure in which there is a greater sharing of decision- making on a consensus basis.
3.	The university management should facilitate discussion within the institution concerning the principles on which the internationalisation of the university should be pursued, taking into account the global and regional pressures and demands for and on Higher Education and the influence of Thai cultural values and Buddhist principles on management.
4.	Develop management arrangements for internationalisation in which the participation and cooperation of staff are encouraged, in order that: team-working and sharing of knowledge and ideas can be the accepted approaches to tasks by all staff; agreed strategies for internationalisation can emerge to which staff have contributed and to which they are committed.
Recommendations for Policy Makers	
5.	Introduce regular training programmes on internationalisation such as: the demands on Higher Education in Thailand as a result of ASEAN 2015 and the responses required by the universities; team- working; cross-cultural communication
6.	University managements should actively introduce organisational change, in order to bring about a number of the aspects of management which are set out in recommendations 1-5
7.	Thai policy for Higher Education should set out a clear framework for universities within the South East Asian context, in order that universities might be in a better position to respond to the pressures for change (including the internationalisation of campuses) that are likely to come about as a result of the new regional dynamics with the formal instigation of ASEAN 2015.

Source: Author

The recommendations are mainly focused on university managements. Universities throughout the world will continue to face many challenges in the 21st century, including those brought about by increasing globalisation. During the 21st century university managements will need to incorporate flexibility and adaptability within their management structures, in order to be in a position to respond effectively to future challenges. It is believed by the researcher that the Recommendations in Fig 7.4, if followed up and implemented will help university managements to respond creatively and effectively to external pressures and demands.

University managements can be greatly assisted and supported if policy for Higher Education in Thailand can be framed more clearly in order to provide guidance and support for individual institutions as they develop their strategies for the future, including their strategy for internationalisation of their campus.

The recommendations are made relating to new kinds of management including leadership and also relating to new policy frameworks in order to help to unravel bureaucratic structures at local and national levels in higher education. Leadership will need to change to a more listening and learning style, to be inclusive of all staff and these approaches will hopefully lead to more appropriate organisational processes for internationalisation. For the future, this study proposes an 'ideal organisation' based on a merging of the best in Thai values, the desirable characteristics of communities of practice and the principles of good governance, in order to help managements achieve their goals for more internationalised campuses.

7.6 Limitations

The limitations described in this section are explained, keeping in mind the resources available to the researcher, which were mainly the researcher's own time, without for example any assistance with fieldwork. The limitations of the

research are related to three areas: the dearth of literature on organisational processes, especially within an Asian context; only a sample of universities was investigated; the methodology was such that obtaining detailed, in-depth information about each university was not possible, in order to reflect on possible communities of practice approaches and to highlight the influence of Thai cultural values.

Firstly, the researcher did not have the advantage of a wealth of literature dealing with organisational processes and internationalisation in universities, especially in Asian countries. The lack of richness in this area meant that the researcher could only draw on scant sources for material concerning for example previous studies. This in turn may have limited the choices concerning methodology. A richer source of material may have provided the researcher with more creative options for methodology.

Secondly, this is exploratory research and a sample of universities (40 out of 120) was chosen. Whilst the sample is sufficient to provide a general picture of internationalisation in Thai universities, a fuller and more accurate picture would result from a larger sample or using all of the universities in the study.

Thirdly, with respect to communities of practice theory and Thai cultural values, it was not possible to 'test' communities of practice theory and to investigate the values held by individual staff because of the exploratory approach adopted in the research.

Fourthly, it was mainly staff at more senior levels who were interviewed, in order to obtain their views and perceptions. It was not possible given the resources available, to also interview staff at lower levels in the management hierarchies of the universities.

7.7 Future Research

It is considered by the researcher that possible future research might focus on three areas: an overview of internationalisation strategies in all Thai universities; a comparison of Thai/Thai and Thai/European/North American university managements; ways to introduce good governance principles and practice to universities in Thailand.

Firstly, an overview of internationalisation strategies in all universities, would concentrate on the strategy documents and the management structures in place in order to develop internationalisation on the campuses. Written documentation would provide evidence of future thinking and show the incorporation of values within that thinking. The related management structures would show how management structures might be more related to a communities of practice/good governance approach or related more directly to Thai Cultural Values.

Secondly, an investigation could be carried out, using a case-study approach say of two universities in Thailand or comparing a Thai and a Western university, with respect to communities of practice theory and Thai cultural values. This would allow for in-depth study of group dynamics and individual relationships with respect to internationalisation and organisational processes and would help to test theory and also consider in some depth, the values held by staff. In such research, the opportunity could be taken in choosing respondents to consider the views and perceptions of: senior/junior staff; men/women. Out of such research may come ways to merge the communities of practice approach and the behaviours associated with Thai values.

Thirdly, as the Thai government is encouraging autonomy for the Thai public universities and also encourages the introduction of the UN's good governance principles and practice to Thai universities, future research could examine the techniques to be used in introducing good governance principles to universities. A

case-study approach would be beneficial for this kind of research. This could be linked also to the theory of communities of practice.

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Appendix 1: Map of Thailand



Appendix 2: Map of ASEAN



Appendix 3 : Letter of Introduction for Research



15 April 2010

Dear Dean

Re: The Process of Internationalisation in Thai Universities: Internet Questionnaire

I am writing to you to ask for your help in arranging for the completion of questionnaires about internationalisation in Thai Universities. My PhD student, Kanokporn Chaiprasit is researching into aspects of internationalisation in Thai universities and would appreciate your help.

The research aims to investigate the understanding of the concept and practice of internationalisation as understood by staff in Thai universities and also to investigate the management processes involved in pursuing the goal of internationalisation.

As part of this research Kanokporn is conducting a survey of universities with the use of internet questionnaire.

Would you be willing, if this questionnaire is sent to you, to forward it to any staff in your faculty who have any involvement with the internationalisation process (e.g. recruitment abroad, on an international committee, teach international students)?

Please let me know by email, if you are willing to do this and I will ask Kanokporn to send you the questionnaire by email.

I thank you in advance for any assistance you can give.

Yours sincerely,

Mervyn Dobbin

Dr. Mervyn Dobbin

Principal Lecturer and Academic Advisor (Thailand)

Faculty of Business and Law

De Montfort University Leicester, UK

Telephone: +44 (0)116 255 1551 ext 6813

Email: mdobbin@dmu.ac.uk

Appendix 4: Internet Questionnaire



Questionnaire

Internationalisation in Thai Universities

Hello, I am Kanokporn Chaiprasit and I am a PhD student at De Montfort University, United Kingdom. I am carrying out research on the Internationalisation of Universities in Thailand. Your answers are very important to me and will be held in strict confidence. In reporting the results, I will present summary data, and specific answers will not be attributed to any specific organisation or individual by name. Completion of the questionnaire should only take a few minutes.

I thank you in advance for your kindly help.

Yours sincerely,

Kanokporn Chaiprasit

Kanokporn Chaiprasit

Section A: About your university and you

Name of University:.....

Division/Faculty/Department

☐ International Relations/Affairs office ☐ International College

☐ Faculty(name).....

☐ Division/Department (name).....

Gender

☐ Male ☐ Female

Your position (e.g. lecturer, Head of department).....

**What involvement do you have in international activities at your university
(e.g, teaching international students, recruiting international students) ?**

.....

How long have you worked in your University?

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ More than 20 years

☐ other please specify.....

**If your university has links/arrangements with Universities and Institutions in
other countries, please list the countries:**

.....

Section B: Your Views on Internationalisation
--

(1) Meaning of Internationalisation: Please indicate what you think best describes **the meaning of Internationalisation in your University** by scoring each of the statements below on a scale of 5 down to 1 (i.e. **5 = strongly agree; 1 = strongly disagree**) in the boxes provided

	5	4	3	2	1
1. Links with institutions in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Student exchanges abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Staff exchanges abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Collaboration on research with academics in universities in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Staff attendance at international conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. International curriculum/programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Providing special support for international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Student recruitment in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any further comments on the meaning of Internationalisation?

.....
...

Effects of Internationalisation: Please indicate what you think best describes the effects of 'Internationalisation' on your university by scoring each of the statements below on a scale of 5 down to 1 (i.e. 5 = strongly agree; 1 = strongly disagree) in the boxes provided

	5	4	3	2	1
9.It enhances my University's profile and reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.It helps to develop student and staff skills and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. It helps students and staff to better understand other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.It increases faculty international knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.It enhances the knowledge and research capacity of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. It dilutes traditional culture and customs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The learning experience for all students is impaired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The standard of educational attainment is reduced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. It presents a number of difficulties for teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any further comments on the effects of 'internationalisation'?.....
 .

Your Faculty/Department Actions: Please indicate what you think best describes your Faculty/Department actions concerning internationalisation by scoring each of the statements below on a scale of 5 down to 1 (i.e. 5 = strongly agree; 1 = strongly disagree) in the boxes provided

	5	4	3	2	1
18. Faculty/Department keeps Staff informed about Internationalisation issues and actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Faculty/Department has an effective international committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Faculty/Department has an agreed written strategy on Internationalisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Faculty/Department allocates specific staff roles concerning international links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Faculty/Department facilitates staff to attend/contribute to International Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Faculty/Department involves staff in the teaching of international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Faculty/Department provides information about 'study abroad' programmes for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Faculty/Department provides staff with the opportunities for collaborative research abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Faculty/Department provides cultural exchange opportunities for students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any further comments about your Faculty/Department actions concerning internationalisation?.....

The arrangements for 'internationalisation' in your Faculty/Department : Please indicate what you think best describes the arrangements for 'internationalisation' in your Faculty/Department by scoring each of the statements below on a scale of 5 down to 1 (i.e. 5 = strongly agree; 1 = strongly disagree) in the boxes provided

	5	4	3	2	1
27. There are no arrangements to develop international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Staff meet regularly in a committee to discuss international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Staff meet informally to discuss international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. There is an identifiable team of people who work together on international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. There are particular staff who have international contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Staff in my Faculty/Department cooperate with different Faculties/Departments on international activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Staff involved in international activities work to an agreed written strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any further comments about the arrangements for 'internationalisation' in your Faculty/Department?

.....

.....

Section C: Additional Questions

1. Who are the key persons who make decisions concerning internationalisation in your Faculty/Department?

.....

2. Have your any further comments about Internationalisation in your University? If so, please write these down below.

.....

Are you willing to be interviewed by me, about internationalisation in your university as a follow- up to this questionnaire? If so, please write down your name and email address below and I will get in touch with you.

.....

Thank you very much for completing this questionnaire.

Kanokporn Chaiprasit

Kanokporn Chaiprasit

PhD Student

De Montfort Business School

United Kingdom

Appendix 5: Interview Schedule: Internationalisation in Thai Universities

A. Details of Interview Session

Date and Time:

Name, Title and Role:

University:

Department/Faculty:

Gender: Male/Female

Age:

Time Taken for Interview:

B. Introduction: Thank you and Explanation

Thank you for agreeing to meet with me to be interviewed. My research is about the process of 'internationalisation' in Thai universities and I'm a PhD student in the Business School, De Montfort University, England. So, I am meeting with you to find out about your experiences of the internationalisation process in your university.

This interview is confidential and the content when reported will be 'anonymous'. Your name will not be referred to in any write up in my dissertation. Also, the name of your department, faculty and university will not be associated with any particular comments. The interview should take about one hour . May I record this interview, please?

C. Questions about the Organisation

1.Can you give me your title and explain your role in helping the campus to become more 'internationalised'?

2.Can you tell me what you consider 'internationalisation' to mean on your campus? (Prompt: eg recruitment of international students)

3.Can you describe to me the extent of internationalisation on your campus? (Prompt: eg have an international programme)

4.Is there a particular department responsible for internationalisation on your campus? (If yes, can he or she describe the role/functions of the Department)

5.Can you explain to me the main priorities which you or your faculty/department have in order to internationalise the campus

(Prompt: eg provision of English tuition)

6. Does the university or your Faculty/Department have a plan or strategy for Internationalisation?

D. General Questions

7. If you and your Faculty/University wish the university/faculty to be more internationalised, can you tell me about any internal obstacles which might restrict the internationalisation of your campus?

8. Can you tell me which external factors that might in any way influence the internationalisation of your campus?

9. Are you aware of government policy on Internationalisation as it affects your university ? (If yes, can you tell me what you know about government policy on internationalization? If no, just record no).

10. If in five years from now you have a more internationalised campus, what do you think will be the main changes from today's situation in 2010?

(Prompt: eg will there be more students from abroad on campus?).

11. Do you think that the trend in greater internationalisation of your campus is desirable? (If yes or no ask them to explain/elaborate)

12. Do you think that the internationalisation of your campus dilutes traditional culture and customs in any way?

13. Do you think that the learning experience for all students is impaired in any way?

14. Do you think that it presents any difficulties for teaching staff?

15. Is there anything else that you would like to say about internationalisation on your campus, which we have not already covered in this interview?

Appendix 6: Thai Higher Education Institutions

Thailand best top university ranking 2012 by Webometrics.info as of July 2012

Thai Rank	World Rank	University	Type of university
1	166	Kasetsart University	Public
2	200	Mahidol University	Public
3	207	Chulalongkorn University	Public
4	230	Chiang Mai University	Public
5	234	Khon Kaen University	Public
6	296	Prince of Songkla University	Public
7	481	King Mongkut's University of Technology Thonburi	Public
8	604	Thammasat University	Public
9	620	Naresuan University	Public
10	693	King Mongkut's Institute of Technology Ladkrabang	Public
11	797	Maharakham University	Public
12	804	Srinakharinwirot University	Public
13	815	Suranaree University of Technology	Public
14	946	Ramkhamhaeng University	Public
15	977	Burapha University	Public
16	984	Asian Institute of Technology Thailand	Public
17	1118	Assumption University of Thailand	Private
18	1124	Maejo University	Public
19	1229	King Mongkut's University of Technology North Bangkok	Public
20	1317	Silpakorn University	Public
21	1321	Ubonratchathani University	Public
22	1431	University of the Thai Chamber of Commerce	Private
23	1619	Rajamangala University of Technology Lanna	Public
24	1689	Bangkok University	Private
25	1710	Rajamangala University of Technology Thanyaburi	Public
26	1781	Mae Fah Luang University	Public
27	1836	Yala Rajabhat University	Public
28	2038	Pibulsongkram Rajabhat University	Public

29	2099	Rangsit University	Private
30	2116	Chiang Mai Rajabhat University	Public
31	2129	Mahanakorn University of Technology	Private
32	2152	Bansomdejchaopraya Rajabhat University	Public
33	2173	Payap University	Public
34	2180	Siam University	Private
35	2199	Rajamangala University of Technology Isan	Public
36	2274	Walailak University	Public
37	2280	National Institute of Development Administration	Public
38	2299	Suan Dusit Rajabhat University	Public
39	2344	Rajabhat Institute Chandrakasem	Public
40	2374	Rajamangala University of Technology Phra Nakhon	Public
41	2383	Nakhon Pathom Rajabhat University	Public
42	2473	Huachiew Chalermprakiet University	Private
43	2679	Nakhon Ratchasima Rajabhat University	Public
44	2781	Dhurakijpundit University	Private
45	2801	Thaksin University	Public
46	2884	Sakon Nakhon Rajabhat University	Public
47	2985	Satun Community College	Private
48	3014	Rajamangala University of Technology Suvarnabhumi	Public
49	3054	Suan Sunandha Rajabhat University	Public
50	3066	Kanchanaburi Rajabhat University	Public
51	3115	Rajabhat Maha Sarakham University	Public
52	3125	Rajamangala University of Technology Tawan-Ok	Public
53	3195	Rambhai Barni Rajabhat University	Public
54	3216	Ubon Ratchathani Rajabhat University	Public
55	3247	Surindra Rajabhat University	Public
56	3298	Loei Rajabhat University	Public
57	3312	Uttaradit Rajabhat University	Public
58	3347	Nakhon Phanom University	Public
59	3350	Suratthani Rajabhat University	Public
60	3383	Tapee College	Private
61	3416	Nakhon Sawan Rajabhat University	Public
62	3460	Chiangrai Rajabhat University	Public

63	3607	Phranakhon Si Ayutthaya Rajabhat University	Public
64	3749	Rajamangala University of Technology Srivijaya	Public
65	3851	Kalasin Rajabhat University	Public
66	3895	Udon Thani Rajabhat University	Public
67	3923	Rajanagarindra Rajabhat University	Public
68	3957	Mahamakut Buddhist University	Public
69	3990	Pathumwan Institute of Technology	Public
70	4047	North Chiang Mai University	Private
71	4152	Thepsatri Rajabhat University	Public
72	4164	Sripatum University	Private
73	4237	Mahachulalongkornrajavidyalaya University	Public
74	4246	Nakhon Si Thammarat Rajabhat University	Public
75	4281	Songkhla Rajabhat University	Public
76	4324	Sisaket Rajabhat University	Public
77	4495	Rajamangala University of Technology Krungthep	Public
78	4504	Sukhothai Thammathirat Open University	Public
79	4767	Boromarajonani College of Nursing	Public
80	4835	Phetchaburi Rajabhat University	Public
81	4869	Dusit Thani College	Private
82	5034	South-East Asia University	Private
83	5250	Hatyai Technical College	Public
84	5259	Phranakhon Rajabhat University	Public
85	5311	Muban Chom Bung Rajabhat University	Public
86	5670	Buriram Rajabhat University	Public
87	5721	Lampang Rajabhat University	Public
88	5741	Royal Thai Navy Academy	Public
89	5989	Vongchavalitkul University	Public
90	6006	Chulachomklao Royal Military Academy	Public
91	6075	Dhonburi Rajabhat University	Public
92	6176	Ratchatani College of Technology	Private
93	6362	North Eastern University	Private
94	6567	Roi-Et Rajabhat University	Public
95	6586	Royal Thai Army Nursing College	Public
96	6633	Saint John's University Thailand	Private

97	6641	Kamphaeng Phet Rajabhat University	Public
98	6719	Princess Chulabhorn's College Phitsanulok	Public
99	6829	Nakhonratchasima College	Public
100	7125	International Buddhist College	Public
101	7248	Eastern Asia University Thailand	Private
102	7466	Thai Nichi Institute of Technology	Private
103	7595	Sirindhorn International Institute of Technology	Public
104	7666	Kasem Bundit University	Private
105	7706	Mukdahan Community College	Private
106	7717	Christian University of Thailand	Private
107	7727	Rajamangala University of Technology Rattanakosin	Public
108	7738	Phramongkutklao College of Medicine	Public
109	7946	Mahidol University International College	Public
110	8066	North Bangkok College	Private
111	8198	South-East Bangkok College	Private
112	8222	Asian University of Science & Technology	Private
113	8232	Hatyai University	Public
114	8350	Royal Thai Air Force Academy	Public
115	8350	Phuket Rajabhat University	Public
116	8418	Rajabhat Institute Valaya Alongkorn	Public
117	8515	Stamford International University Thailand	Private
118	8703	Phetchaboon Rajabhat University	Public
119	8755	Pathumthani University	Private
120	8949	Far Eastern University	Private
121	8973	Phichit Community College	Private
122	9142	Krirk University	Private
123	9725	College of Asian Scholars	Private
124	9854	Sasin Graduate Institute of Business Administration Chulalongkorn University	Public
125	9904	Yala Islamic University	Private
126	10057	Arsom Silp Institute of the Arts	Private
127	10209	Asia-Pacific International University	Private
128	10277	E-Sarn University	Private
129	10299	SIU International (Shinawatra University)	Private

130	10341	Joint Graduate School of Energy and Environment	Private
131	10407	Ratchaphruek College	Private
132	10762	Webster University Thailand	Private
133	10785	(2) Chiang Mai University Demonstration School	Public
134	10966	Rattana Bundit University	Private
135	11007	Rajapark College	Private
136	11076	Princess of Naradhiwas University	Private
137	11076	Phakklang University	Private
138	11144	Saint Theresa INTI College	Private
139	11231	Chaiyaphum Rajabhat University	Private
140	11250	(2) Srinakarinwirot University Patumwan Demonstration School	Public
141	11431	Thonburi University	Private
142	11868	Mission College	Private
143	11979	Nation University (Yonok University)	Private
144	12013	Bangkok Thonburi College	Private
145	12225	Eastern University of Management and Technology	Private
146	12308	Nong Bua Community College	Private
147	12427	Sirindhorn College of Public Health	Public
148	12753	Sae Institute Bangkok	Private
149	12818	Buriram Community College	Private
150	12927	Bangkok Suvarnabhumi College	Private
151	12947	Thongsuk College	Private
152	13365	Chaopraya University	Private
153	13604	North Eastern Polytechnic College	Private
154	13728	Saengtham College	Private
155	14211	Lampang Inter-Tech College	Private
156	14229	County Community College	Private
157	14297	Chiangrai College	Private
158	14579	Chalerm Karnchana College	Private
159	14659	Samut Sakhon Community College	Private
160	14662	Siam Technology College	Private
161	15034	Chulabhorn Graduate Institute	Private
162	15338	Southern College of Technology	Private

163	15460	Yala Community College	Private
164	15565	Pattani Community College	Private
165	16143	Western University	Private
166	16698	Phangnga Community College	Private
167	16968	Lumnamping College	Private
168	16992	Yasothon Community College	Private
169	17039	Santapol College	Private
170	17128	Institute of Technology Ayothaya	Private
171	17220	Trat Community College	Private
172	17460	Sa Kaeo Community College	Private
173	18711	Songkhla Community College	Private
174	19261	Pitchayabundit College	
175	19386	Maehongson Community College	

Appendix 7: Example of Completed Interview

1. Vice President of Office of International Affairs, public university

Interviewer: What you consider ‘internationalisation’ to mean on your campus?

Internationalisation in my point of view means the process of produce graduate to work internationally and globally. We produce graduate for international not for domestic. Also it means the potential staff in the international environment. Therefore Internationalisation means to produce students and staff to work in international and global. We should have potential both academic and administrative staff who are able to communicate with foreigner and assist them. The students and staff exchange, international student, international conference, research collaboration etc. are just the key performance indicators. They do not the meaning of internationalisation. I would like to add globalisation in the meaning of internationalisation as it is parallel. Globalisation and internationalisation is not different. Our students should have a vision in globalisation not only in Thailand. In my opinion, English language is considered as one of international language but it is not the only language that everybody has to use it to communicate. We are influenced by the western countries like United Kingdom and United States that use English as official language (The powerful countries that use English as their official language). So it seems that English language is the standard and it represents as the international language. I consider other language not only English language. We should know more than two languages. Students should know at least three languages. I think it can be other languages such as Japanese, Germany, French, Spanish, Chinese.

Interviewer: Your title and explain your role in helping the campus to become more ‘internationalised’?

Since I am a Vice president of International Relations, certainly I am responsibility for the internationalisation of my university and also the president is keen to develop our university. Internationalisation strategy was written in our university policy and plan for the past decade. Apparently, the internationalisation has been included in our curriculum. It aims to produce graduate to know and understand the international aspects.

Interviewer: extent of internationalisation on your campus?

1. Academic staff regularly produce research for publications especially international publication. We have a large number of research product and publications per teacher compare to other universities. It is just only that the image of our university for internationalisation is not recognised because our university has developed from the College of Technology. Moreover, the term of internationalisation looks posh, international and global. It is contrast with the college of technology. For Thai people they see the graduate from college of technology as the technical school boys or girls. The perception of graduate from colleges are less than the graduate from the university. Although we are weak in the image of international, however, in terms of international academic we are one of the leaders.

2. Staff and students exchange programme. We conducted the English programme which collaborates with Malaysian institution for Thai students last year. Our students had lots of activities with Malaysian students and of course those students had to speak English. The activities included the English training programme, project presentation training programme or it is called present senior project This project aims to improve student learning and to share their idea and knowledge to others. As I mentioned that we have added 'globalisation' into our university policy and plan, that is how we emphasise on the cross culture. We are convinced that cross-culture influences people. Our student, therefore should understand international culture. We, currently are aware of the 'ASEAN Community 2015' which is due in next four years. One of the among action plan of the ASEAN Community in 2015' is the student mobility across countries. This can be a threat for Thai students who study in Engineering. Most of Engineering students lack of English proficiency. It is likely that the company or employers prefer to hire international students who can speak English or other languages than Thai student. Therefore Thai student may lose their jobs. As a result, it is essential for us to have a student development plan urgently. The plan includes international language training programme, cross-culture training programme or providing students the information on the cross-culture. We received information from the companies that most graduate in Engineering lack of English skills. Most companies require graduate in Engineering who can speak English or other language. Bothe companies and graduate are struggling because graduate are not capable to communicate with international customers even though they are

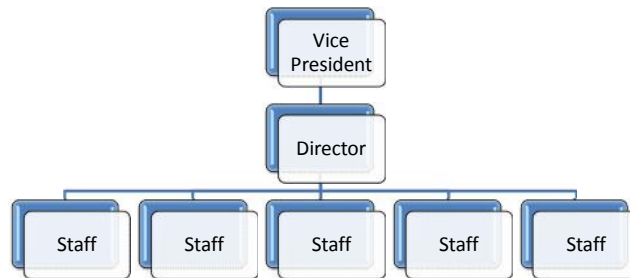
very intelligent and smart. Therefore the language is the most important and it is barriers for our students.

Interviewer: The main priorities which you or your faculty/department have in order to internationalise the campus?

At present, we are working on building our university's image. We desire to produce global citizen. This means we will produce and train our students to have a profoundly and broadly academic background, a logical thinking process, a proficiency in Thai language plus at least one foreign language, and an expertise in technology especially in Information Technology. Students will be educated to have a faith in ethic and morality, to behave morally, to maintain occupational ethics, to have discipline, to realise their duty, to have a responsibility, and to be interested in and open-minded about new-coming knowledge. We also intends to play a leading role in research study, development and selection of technology appropriate to Thai economic and social contexts, and in helping Thai community to be peaceful and to have competitive capability.

Interviewer: Is there a particular department responsible for internationalisation on your campus?

The office of International Affairs used to be in the Graduate School. However, we have changed the organisational structure of International Affairs Office. We will separate this department from the Graduate School soon. The reason why the International Affairs Office was in the Graduate School is that the Graduate School is an international Programme. We see the benefit of merging International Affairs office with the Graduate School. It should be working together. The international Affairs office is responsible for all the international activities e.g. help every organisation and department in the university to develop their English communication skills, in charge of all the international activities, support and services for exchange students including Thai and international students, recruiting international students etc. The International Affairs Office had 5 administrative staff which were recruited by the vice president. However, at present we have only two staff. We need a person who can communicate in English and also foreigner. It is difficult to recruit a qualified person to work in this office. Staff were assigned job by the vice president. Vice president makes decisions authority for all works. I am also in charge of the director of International Office because we can't find the director. We have a clear written internationalisation policy. However, in the International Affair office, we have not done the any project or strategic plan for internationalisation yet because each faculty has done themselves.



Interviewer: Does the university or your Faculty/Department have a plan or strategy for Internationalisation?

Yes, we do have the strategic plan for internationalisation strategy for the whole university. We have got internationalisation strategic plan. Our university also have internationalisation policy. Internationalisation strategy is written in the university policy. The vision of university is

- Committed to the Search for Knowledge
- Determined to be at the Forefront of Technology and Research
- Maintaining the Development of Morally Correct and Proficient Graduates
- Endeavouring for Success and Honor in order to be the Pride of Our Community
- Striving to Become a World-Class University

We are also committed to the Search for Knowledge

King Mongkut 's University of Technology Thonburi realizes that our personnel are the most invaluable resource.

Our human resources comprise students, instructions, officials, and former students; all of them take part in contributing to the University's work, success, reputation, and future.

The University intends to:

- Establish the need for searching for knowledge into students through self-study and lifelong study from the years they are university students until they become workers of any vocational fields.
- Promote instructors and researchers to continuously quest for knowledge and experience in order to be academically dynamic.
- Develop the executives and officials in order to be able to perform their duty qualitatively and efficiently.
- Establish a system aided to learning, intellectual mobilization, and exchange of experience.

But we do not have any strategic plan in this department (Office of international Relations) because this department has no director and there are only four staff including me (Vice president for international relations). Since we are lacking of staff therefore it is very difficult to have a written strategic plan.

Interviewer: Why? Can't you find a director?

It is not easy to find a qualified and hard working person to work. Nobody wants to work hard. Everybody wants to work less and get more pay.

Interviewer: If you and your Faculty/University wish the university/faculty to be more internationalised, can you tell me about any internal obstacles which might restrict the internationalisation of your campus?

I still insist that the university's obstacle is the image and the perception of university. Most Asian students are interested in Business and Hotel and Tourism studies. And Thailand is one of the well-known country for them to study Business or Hotel and Tourism. On the other hand, the School of Science and Technology in Thailand is not well-known like Singapore and Hong Kong. There are only few international students study science and technology in Thailand. Most of them study at Singapore and Hong Kong. Apparently, Hong Kong has dramatically increased number of international students because Hong Kong invested in recruiting the science and technology scholars into its universities. It attracts students to study at Hong Kong. Thai Government should help university to promote School of Science and Technology. However, instead of expecting help from the government, we are seeking the alternative way to promote our university by producing the qualified graduate who is able to work nationally and globally and has an international vision. This is one of our internationalisation strategy which is called 'inside out strategy'.

Interviewer: If in five years from now you have a more internationalised campus, what do you think will be the main changes from today's situation in 2010?

One of our vision is striving to Become a World-Class University. Therefore in next five year I would like to see our graduate is able to create their own e-commerce website or have their own e-commerce business. Because it shows their knowledge, skills and ability in technology as well as internationally. And I would like to see all staff are able to communicate with foreigner.

We also have bilingual signs everywhere in the university. Even the memo or e-document are bilingual language. This will be benefit for our students. We also implemented a plan for students. Before they graduate they have to take an English proficiency exam. This will test their English proficiency. Our students are taught with the text books. Also the exam questions are written n English. Our library has dramatically changed and improved. It is up-to-date. Our library is a modern library like other library in UK or USA. The environment and learning zone is like international library. I would say that our facilities are international and modern only the image of our university that people feel we are College of Technology. We endeavour to build our new image of university . In January this year we celebrated our university anniversary 50 years. Our vision and mission for the next 50 years is that our graduate will be 'Imagineering'. Imagineering stands for imagine and engineering. This means our graduate will use their left and right brains equally. They will have a leadership and global citizen. It takes time but it will be successful.

From my experiences, I believe that if we have number of international students in our university, the level of English of our Thai students is improved. But it does not mean we will recruit only international students but it is just one factor that will help the development of our students. In the past, when I was the Director of International Programme in Engineering. I recruited foreign teachers to teach in this programme. All the administrative staff were able to communicate in English with the foreign teacher. Their English were improving. We used to have a Nepalese to work in International Affairs Office. Amazing, it is just only a few months, the level of English of Thai staff in the Office of President were improving gradually. They were able to communicate with foreigner. One of our limitations is the location of the university. It is distance to Bangkok. And it is quite inconvenient to get to Bangkok. We have student hall of residence which are located outside the university. There are some problem with the American and English students as they are not pleased with our location and student all because it is distance to

Bangkok. However, there is no problem with European students especially German and Austria students. They are very happy with our university and accommodation.

Interviewer: Do you think that the trend in greater internationalisation of your campus is desirable?

One of our internationalisation strategy is to produce research and increase number of publications.

Interviewer: Is there anything else that you would like to say about internationalisation on your campus, which we have not already covered in this interview

My university is ready to be internationalised campus. In my point of view, I would like to expand our internationalisation in Asian countries not only think about the Western. Internationalisation does not mean that we have to use only English language. Certainly, English language is the standard language but it is not necessary to use only English language for communication or to collaborate with Western. Indeed, we learn from Western. We learn the new technology from them. But it is about time that we should think about ourselves. We should find our strengths and share it with our neighbours countries which we are merging our Asian countries to be one. It is called 'Asian Community 2015'. Government should help KMUTT to be a hub of Asian Community. We have to build our image as 'IMAGINEERING' for our graduate.

Interviewer: Do you think that the internationalisation of your campus dilutes traditional culture and customs in any way?

In my point of view, Thai culture and society have changed from the past to the present. The world is changing. So everything is changing. However, Some Thai customs and cultures still remain. If the change is improving, we should change. Some changes do not seem to improvement. For example, people complain that the new generation can't read and write. Moreover, they do not write a proper Thai language. I think Thai language has changed in the time being and it will change in the future. We are living currently. The new generation will live in the future. Therefore I have no objection for the culture dilutes.

Interviewer: Do you think that the learning experience for all students is impaired in any way?

The weakness of Thai people is that we see and learn everything from Western culture and we easily take and follow it. Thai people do not scan and screen

before take it. For example, we try to change our education system to Western system. To me I think we should pick some teaching and learning method from the Western system and adapt to our system not take all of it.

Interviewer: Do you think that it presents any difficulties for teaching staff?

There is no problem in my university. Both academic and administrative staff are aware of the internationalisation and they are ready for the change. For example, the Department of Computer Engineering was found as an international programme at first in 1995. It provided Post-graduate International programme including Master degree and PhD. It was surprising that our Thai students in this programme were able to learn English efficiency. They have potential to learn in international programme.

2. Director of Office of International Affairs, Kasetsart University

1. What you consider 'internationalisation' to mean on your campus??

Interviewee: The meaning of internationalisation in my point of view is the international of everything. Firstly, the university international atmosphere and environment. All the signs in our university must be in bilingual languages. And the university's image should look internationally. Secondly, the communication skills of staff. It is essential that administrative staff are able to have a communication skills in order to communicate with international students, teachers and foreigners. Thirdly, International curriculum. Fourthly, Improving and up-to-date both international and local curriculum.

2. Your title and explain your role in helping the campus to become more 'internationalised'?

Interviewee: The office of International Affairs is committed to fostering an academic, social and culture environment to serve the need of KU's international community and promoting internationalisation to create a better intellectual environment for optimal human resource development at KU.

We pledge to help our students and staff with the international matters. So far we have organised the international conferences, staff and student exchanges,

student mobility, staff development, international programme, research collaboration.

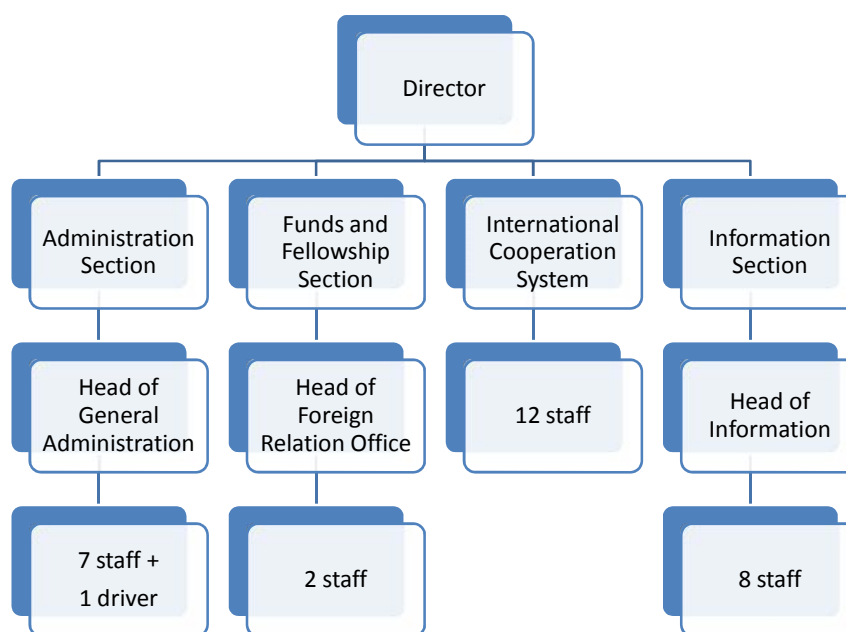
3. extent of internationalisation on your campus?

Interviewee: We have international curriculum, international programme, international facilities. Our facilities are very good. The qualification of lecture is above the standard. We have 60% of lectures completed their PhD abroad. Also if any lecturers completed their PhD in Thailand, they need to further study in Post Doctoral programme at abroad in order to gain the international experiences.

4. Is there a particular department responsible for internationalisation on your campus?

Interviewee: The office of International Affairs is responsible for representative of Kasetsart university international policies. We have 38 staff including me.

The organisation structure of office of international affairs.



5. The main priorities which you or your faculty/department have in order to internationalise the campus?

Interviewee: Since we aim to and developing intellectual knowledge. In order for the growth in academic wisdom including ethical and moral excellence, thus the

most important and key majority to be done for internationalising university is that we need to have an international environment and facilities in our university. In addition, we need to improve our laboratories and libraries for international. All the signs in our university need to be bilingual languages.

Does the university or your Faculty/Department have a plan or strategy for Internationalisation?

Interviewee: No, we have no plan or policy in our office, however, university has plan and policy for internationalisation and convey it to our office. The university policy and strategic plan for internal affair is to develop university as a world class university and research university. In order to achieve our goal, the university has three strategic plans. First , Encouraging academic cooperation with international educational institutions by ranking the degree of cooperation under MOU with foreign partners for the further enhancement of cooperation which should emphasize tangible achievements, as well as optimizing competency exploitation of foreign faculty members, experts and international organizations in Kasetsart University for initiating academic works and university development. Second, Building her competency to become an “International College”, as well as efficient mechanism supporting operation, assigning active roles to working units related to international program management of both undergraduate and graduate levels, and offering more international programs for Thai and foreign students. And third, Capacity building for university members, students, and organizations for the development of a World Class University, and preparation of academic competitiveness through further development of individual competence and foreign language skills for faculty members, students and staff of Kasetsart University, as well as promoting international activities regarding administration, management and cultural exchange.

In addition our vision and mission are:

Vision

Kasetsart University is a university known internationally for academic excellence and work of world standard. It is a prime mover in mustering intellectual resources to help the nation achieve sustainable development and negotiating power in the world community.

Mission

Kasetsart University gathers wisdom and knowledge, creates and

develops varied bodies of knowledge, and forms people who are intelligent, who think rationally, who behave morally, who are conscious of the common good, and who produce high standard work capable of competing in the world market. The university manages its resources efficiently, joins in the development of the community, and is responsible to society so as to serve as an important instrument in ensuring the well being and security of the country.

Kasetsart University strongly takes internationalisation as one of her major policies. The University will accelerate strong supports to initiate and conduct various academic collaborative activities with our partners worldwide. Exchange of faculty members, researchers, staffs, students, joint research, seminars, conferences and workshops, as well as other areas of interest are still our commitment to the global academic society.

On the other hand, Kasetsart University is also emphasizing on the capacity building and potential development for our students to become global citizens and human capitals for the better living of this borderless society. Various languages and working skill will be offered to all students according to their individual competencies. Moreover, ethics and morality with strong disciplines will be essential quality for our students, graduates and also all members. Even though we have

no international plan written in our office but the director, myself always keeps staff informed about internationalisation issues. We help to develop our university to be an internationalising. Moreover, our staff need to have a communication skills. So we plan to develop communication skills for our staff. In organisation, we have staff meeting once a month. In the meeting, every staff share their working conditions and knowledge, and share their problem solving. Staff learn the new ideas from their colleagues. Staff regular have informal meeting. Staff always help each other.

I give staff opportunity to present their project proposal. They are free to do what they wish to do in order to develop our organisation. We have funding to support all projects. One of the staff development plan in my organisation is to give the opportunity to my staff to visit abroad. This is one of the staff development plan which aims to develop and improve communication skills and their experiences.

The process of international collaboration is initially made by the director. Director has an individual personal contact with the partnership. Once director has made the agreement, he will pass the information of the partner to a specific staff. This particular staff will co-ordinate and keep in touch with the partners. I am proud to

say that our office is one of the best Office of International Affairs in Thailand. We have a good organisational structure and system.

If you and your Faculty/University wish the university/faculty to be more internationalised, can you tell me about any internal obstacles which might restrict the internationalisation of your campus?

Interviewee: Our students are lack of communication skills. Their English or other languages efficiency are very low. It is very difficult for them to communicate with foreigners. Therefore, this is our main problem which is concerned by the top management and university board committees.

External obstacle?

Interviewee: We need to prepare and improve our university for ASEAN COMMUNITY which will be effective in 2015. The university is aware of it and have a plan to develop our university for ASEAN COMMUNITY.

Are you aware of government policy on Internationalisation as it affects your university ?

Interviewee: the government policy does not influence or effect our university.

If in five years from now you have a more internationalised campus, what do you think will be the main changes from today's situation in 2010?

Interviewee: I wish to see the increasing number of international students and teachers, the improvement of international atmosphere and international environment, the development of international facilities such as bilingual signs. In addition, I wish our university is a world class university.

Do you think that the trend in greater internationalisation of your campus is desirable?

Interviewee: Yes, we are keen to be a world class and research university.

Do you think that the internationalisation of your campus dilutes traditional culture and customs in any way?

Interviewee: No, I don't agrees with that. Thai culture is unique. We conserve our Thai culture. We have traditional customs and cultures which is embedded to every Thai so it will not be diluted.

Do you think that the learning experience for all students is impaired in any way?

Interviewee: No, I don't think so.

Do you think that it presents any difficulties for teaching staff?

Interviewee: No, I don't think so. I am 100% sure that our teachers are able to cope with the new development for the university. They are able to adapt to any circumstances. Our teachers will not struggling with the internationalisation as they have internal experiences.

Is there anything else that you would like to say about internationalisation on your campus, which we have not already covered in this interview

Interviewee: I wish the university has student hall of residence. It is essential for the university to build the student hall of residence. Moreover, And I think that the top management must go abroad so they will see what other universities over the world.

3. Dean of Faculty of Business and Law RMUTT

Interviewer: Can you tell me what you consider 'internationalisation' to mean on your campus?

Interviewee: To be internationalised university, the CEO(President) has got to have an international vision and policy then followed by the master plan, operation plan, business unit, administration and support. The most important is to have the international organisational structure first.

Interviewer: Can you describe to me the extent of internationalisation on your campus?

Interviewee: Faculty of Business Administration's mission is " we pledge to continue providing education to meet international standards. To this end we already have staff and research exchange programs in place with several foreign universities, and intend to increase the number of such programs in future." Also my vision is to bring Faculty of Business to the global. I've been supporting and encouraging the staff development plan for many years. I foresee that staff development is the most important and it is the first priority that I must do in order to be the internationalised faculty.

Interviewer: Can you explain to me the main priorities which you or your faculty/department have in order to internationalise the campus

Interviewee: Apart from international programme, staff and students exchange programme in our faculty, we would like to have research collaboration between our staff and university partners. My priority plan is to develop my staff in order to improve their English skills. This plan will take 5-10 years but it is Okay. We can wait. It is worth to wait. It is necessary that staff in Faculty of Business know 2nd language not only English. It can be Chinese, French, German, Spanish language etc. Moreover, since we are public university, Boss or nobody even the president can fire staff or anyone so we need to have a staff development plan no matter what who they are.

Interviewer: Does the university or your Faculty/Department have a plan or strategy for Internationalisation?

Interviewee: Yes, we do, all the strategic plan, I cannot do it by myself. I need the assistance to help me. Faculty of Business, we haven't got Office of International Relation or department of international relation. But we've got an unofficial organisational structure because I find that the job is done by one person. I will assign the particular job to her/him. For example, Natepanna is an assistance to Dean in International Programme. If there are some work about international activities I will assign her to do it or sometimes I will assign other person to do it. All works will depend on me. I will assign the work to them. However, my university has got vision and mission.

Vision

A University of Science and Technology offering classes that produce professions at International standards.

Mission

1. Provide tertiary education that focuses on developing science and technology professionals with the qualities and capacity essential for future careers.
2. Undertake research and facilitate invention and innovation based on science and technology of which the results can be transferred to increase the national productivity and other value-added benefits.
3. Provide academic services to promote creation of jobs and competitive potential.

4. Take active participation in the preservation and nourishment of Thai arts, culture, religions, and the environment.
5. Serve as an academic center with good governance management and enhance the quality of individual lives.

Interviewer: If you and your Faculty/University wish the university/faculty to be more internationalised, can you tell me about any internal obstacles which might restrict the internationalisation of your campus? Can you tell me which external factors that might in any way influence the internationalisation of your campus?

Interviewee: The barrier for being an internationalised Faculty is staff. If staff is not able to communicate with international students or teachers or foreign people. We can't be an internationalised Faculty.

Interviewer: If in five years from now you have a more internationalised campus, what do you think will be the main changes from today's situation in 2010?

Interviewee: In 5 years, I would like to see more international students or teachers. I would like to see my staff going abroad for lecturing or research. In Faculty of Business we have policy about globalisation for many years. Currently, we are working on drafting international curriculum

Interviewer: Do you think that the trend in greater internationalisation of your campus is desirable?

Interviewee: In my point of view RMUTT policy does not emphasize on internationalisation. The president does not seem to be serious about the internationalisation policy so faculties and all departments in RMUTT do not take it into an account. At RMUTT, the strong Faculty or department will go one step ahead of other faculty. For example, Faculty of Business is a strong Faculty, we've got money so we can develop our staff and everything. In contrast, Faculty of Education or Arts are not strong so they are not able to do like Faculty of Business. The important thing is the top management (the president)'s vision. If the organisation or University has got an internationalisation policy and the president support this idea and encourage the Faculty and departments to do it, then every faculty/ department have got to follow it.

Comments

I still emphasise on the staff development. The president has got to be a “Role model” then every faculty will follow him. 10 years ago, when our staff saw foreigner or international students or teachers, they would be excited but at present it is normal to see international students and teachers in RMUTT. Faculty of Business is always two or three steps ahead of other faculties. Our staff always go abroad for the training or seminar which other faculties don't. Consequently, sometimes there would be a problem for Faculty of Business when propose the staff training abroad project to the president for approval. Because the Vice presidents and Dean of other Faculties are not happy(jealous) to see staff from Faculty of Business often go abroad so they try to incite the president not to approve the project. I don't really like those people. In fact, the staff training abroad project is very useful for my staff. I would like to see my staff understand and appreciate other cultures also to open their eyes to the world and learn many things from other countries.

Appendix 8: Journal from the Interviews

1.AsscProf Banleng TGGS

My first interview started on 31st August 2010 at KMUTNB. The first participant was a Director of TGGS. The interview begins at 10.00am and finished at 11.00am.

Before we started our conversation, Dr.Banleng asked me What is the meaning of internationalisation? He said that does it mean teaching in English language? He also said that if any universities teach in English so we call then internationalisation of university? USA and UK universities are internationalisation of universities because they teach in English? I was stunned by his questions. Even though I've been reading a lot of research in internationalisation, I still think that internationalisation means teach in English but it is not true. At the end of our conversation, he added that KMUTNB is far more internationalised the campus because of the leadership's vision.

2.AsstProf Dr.Sompong Mahidol

The second interview was on 1st September 2010 at Sukothai Tammathiraj University. The participant was a Head of Mahidol International College. The interview started at 8.00am-8.45am.

Mahidol university has been more internationalised campus in past three years after the new president was elected. The new president has clear vision in internationalisation. Mahidol is step ahead of other universities as a good vision of the President. The interviewee keeps saying that the president's vision is very good. He takes internationalisation strategy seriously. He's done a lot of things in order to bring Mahidol to internationalised campus. The internationalisation is written in their university's goal vision and mission. All staff are aware of internationalisation because the president keeps them informed about the internationalisation university. The barrier of being internationalisation is lack of staff fluent in English.

3.AsstProf Dr.Panpim

The third interview was on 1st September 2010 at SWT Srinakarintarawit University. The participant was a former Director of International College. The interview started at 1.30pm-2.30pm.

She has a great vision as she was a director of international relations of the university for more than 20 years then she was a director of international college for more than 4 years. She has been working very hard for the university(this is what she describes herself to me). As the universities' politics, she said that she

does not like the new president, and the committees. The new president and his cures haven't got the internationalisation in mind so she resigned from the Director of international College and at present she is only lecturer. However, she still has got a power in the international college. Even though the president hasn't got the internationalisation in mind but university staff are aware of it.

4.Dr.Somboon International Business School Thammasart

The fourth interview was on 2nd September 2010 at Starbuck Soi Aree. The participant was an Associate Director for Corporate Communications and International Affairs Business School. The interview started at 10.00-11.50am.

The interviewee is a young new generation who potentially to work for the organisation. He has full of energy to work for the Faculty. He is enthusiastic and hard working. From my observation he has got a BlackBerry mobile phone. During our conversation, he got a phone call every 5-10 minutes. Most of the person who rang him were his students. He also told me that all staff and all students, especially international students have his mobile numbers. Everybody can contact him anytime and anywhere. Additionally, he keeps students and staff up-to-date with the latest news and information. He also added that the communication in the organisation between staff and students is very important. He suggests staff and students to get BlackBerry phone because he can send the news and information through the BlackBerry phone. He His views on internationalisation is very positive and he desires to foster his organisation to the internationalisation.

5.Dr.Somsakdi Director of International Affairs, Kasetsart University

The fifth interview was on 2nd September 2010 at Starbuck Soi Aree. The participant was an Director of International Affairs. The interview started at 4.00-5.00pm.

This university is 3rd ranking of university in Thailand. They have an effective Office of International Affairs. This office is a strong organisation. There are 34 member staff including the director. The Director chooses a candidate of each position according to their qualification and competence. Director will assign work to staff. They frequently meet and discuss about their work. They are team workers.

Vision

The Office of International Affairs is committed to fostering an academic, social and cultural environment to serve the need of KU's international community and

promoting internationalization to create a better intellectual environment for optimal human resource development at KU.

6.AsstProfDr. Pornapit Darasawang, Dean of Faculty of Liberal Arts

The sixth interview was on 13th September 2010 at King Mongkut's University of Technology Thonburi. The participant was a Dean of Faculty of Liberal Arts. The interview started at 8.45-9.30am.

Since KMUTT is the first autonomy university in Thailand, the university are self-governing by its regulations. The university's revenue and income are from subsidy, tuition fees. KMUTT is a Research university. The president has a great vision to foster university to the internationalisation of university. KMUTT is two step ahead of other universities in Thailand excluding Chulalongkorn University, Kasetsart University, Mahidol University and Chiangmai University. KMUTT has a great potential to drive the university internationally.

7.Napaporn RMUTT

The interview was on 3rd September 2010 at Faculty of Business Administration RMUTT. The participant was a Head of Accounting and financing Department. The interview started at 8.30-9.30am.

Participant were unclear to answer the question when asking about the internationalisation policy at university level. She said that the president and university board committees were not sincere to develop the university as there were politics problem within the organisation

8.Dr.Januluk Khanobdee VP RMUTL

The interview was on 6th September 2010 at the office of the president RMUTL. The participant was a Vice President to the President for International Affairs. The university were keen to develop its internationally, however, there were some barriers such as the university politic, lack of potential staff.

9.Dr.Wuttigrai Ngamsirijit, College of Innovation, Thammasart

The interview was on 7th September 2010 at the College of Innovation, Thammasart University. Participant was a Head of Management of Technology department.

Participant was a young generation who had a skilled and potential in international education. Participant explained that currently, the goal of this college is to emphasising on the students recruitment rather than the internationalisation. However, the internationalisation has been discussed in the board meeting as we were aware of the ASEAN 2015. Even though there were little information on the internationalisation for this participant, but the interview was worth it. As this university was the top five university in Thailand and it was select as the research university from the government, the question raised that why this college which is part of the university was not much developed to internationalisation.

10.Assoc Prof.Yaowapa Na Nakorn RMUTSV

The interview was on 8th September 2010 at Faculty of Business Administration RMUTSV. The participant was a Dean, Faculty of Business Administration . The interview started at 8.20-9.00am.

Fortunately, the participant had to attend the conference at RMUTT. Then I asked her for an interview. Since the RMUTSV was located in the deep South of Thailand therefore they were lack of resources such as potential staff, technology and funding. Participant mentioned that Faculty of Business Administration RMUTT is the role model. Her faculty usually followed Faculty of Business Administration RMUTT in the management . She also said that internationalisation seems so far to the faculty and university. However, since the university was located in the South that is border to Malaysia, therefore the university had a collaboration with the higher education institution in Malaysia, Indonesia and China. Staff were not interested in the internationalisation because the development of university and faculty means the more works for staff. Staff did not want to do more work.

11. Dr.Athikom Dean of Faculty of Engineering, Mahanakorn University

The interview was on 9th September 2010 at Faculty of Engineering. The participant was a Dean, Faculty of Engineering. The interview started at 10.00-10.30am.

This is my first interview with the participant in private university. His university

policy was totally different from public universities. They emphasised only on the student recruitment. During the interview, participant often mentioned about the number of students in the university. He said that students are the most important to our university without students we definitely have to close the university. It is noticed that in Thailand all private universities relied almost entirely on student fee income. However, private universities were in difficult situation, since government has encouraged public universities to transform their status to 'autonomous university'. This meant that public universities income depended on the student fee same as private universities. Thus, there were a highly competitive student recruitments in Thailand.

12. Dr.Nakhun Thoraneenitiyarn SPU

The interview was on 9th September 2010 at Faculty of Business Administration. The participant was a Head of Finance and Banking. The interview started at 9.00-9.40am.

Similarly to the first participant from private university, this participant first mentioned about a number of students in his university rather talk about internationalisation. Then he started complaining about the management system which was very bureaucratic. Moreover, all decisions were made by the president or the owner. Staff were not informed about internationalisation by the top management. The university focused on the student recruitment. SPU is far more internationalisation.

13. A.Anchali Atipat Suan Sunandha Rajabhat University

The interview was on 9th September 2010 at Faculty of Humanities and Social Science. The participant was a Deputy Dean. The interview started at 2.30-3.30pm.

The university were keen to be internationalised campus, according to the participant, however, the barrier was the staff. The proportion of staff who were not fluent in English very high (75%). Even though the internationalisation strategy was written in the university policy but there was a long way to develop university internationally.

14.Asst ProfDr.Bundit Thipakorn Vice President to the President for International Affairs

The sixth interview was on 13th September 2010 at King Mongkut's University of

Technology Thonburi. The participant was a Vice President to the President for International Affairs. The interview started at 8.45-9.30am.

I had a good conversation and useful information about the development of internationalisation in this university with this participant as he was a Vice President of International Affairs. The internationalisation of this university focused on the student development. The university mission and aims are to produce graduates who can work and live in the world.

15. Dr.Seree Ramkamheang University

The interview was on 14th September 2010 at Faculty of Engineering. The participant was a Deputy Dean. The interview started at 10.00-10.45am.

Surprisingly, Ramkamheang University has a branch campus in USA according to the participant. The process of internationalisation has been implemented to the university five years ago. For instance, the staff development plan was included in the internationalisation strategy. Staff have been provided the variety of languages training i.e. Japanese, German, France, Chinese, English.

16. Asst.Prof.Dr. Kriengkrai Boonlert-U-Thai , Director of International BBA International Programme Chulalongkorn University.

The interview was on 14th September 2010 at International BBA International Programme . The participant was Director of International BBA International Programme. The interview started at 13.30-14.30.

This is a top first university in Thailand. Participant answered all questions with the confident as it can be said that this university is an internationalised campus. They have potential staff. They have reputation. They have resources. They have everything. But their ambition is the word class university.

17. Dr.Nuntasiri Sukato DPU

The interview was on 15th September 2010 at Faculty of Business Administration. The participant was Head of International Business. The interview started at 14.30-15.30.

It was clearly seen that the participant did not understand the meaning of internationalisation. She tried to explain in many way but she was still confused. However, she was aware of the university policy regarding the internationalisation. She mentioned that there were a number of international activities took place in her university, moreover, her university has a Chinese college and a number of

international students.

18. Dr.Kom Campiranon Deputy Dean International College DPU

The interview was on 15th September 2010 at International College DPU. The participant was a Deputy Dean. The interview started at 16.00-17.00.

Since it is an international college, internationalisation were not new to them. Participant concerned about the establish an international relation department in international college. He explained how importance of international relation department which helped the international college to recruit and support international student.

19. Dr.Sangob ABAC

The interview was on 16th September 2010 at Faculty of Education , ABAC. The participant was a Dean. The interview started at 13.30-14.30.

This private university was the first international university in Thailand. All the courses were taught in English. There were 70% international students, according to the participant. Participant was very kind and nice. He prepared many documents for the interview. He showed many works that the faculty has done.

20. Assistant ProfSakit Chantanotok VP International Affairs RMUTT

The interview was on 17th September 2010 at International Affairs RMUTT. The participant was a Vice President to the President for International Affairs. The interview started at 10.00-10.30am.

Participant explained the barrier to develop university as the president and the university committees did not pay attention to the office of international affairs. In this office there were only VP and two administrative staff. This office was responsible for the university. Participant asked the interviewer to report this in the thesis.

21. AssocPrfDr.Chanongkorn Kuntanbutr Dean, Faculty of Business Administration RMUTT

The interview was on 17th September 2010 at Faculty of Business Administration RMUTT. The participant was a Dean. The interview started at 11.30-12.10pm.

Participant had a great vision to develop his staff to be ready for the internationalisation. He insisted that staff development plan was the most important for his faculty to become internationalised university. The staff development plan i.e. granting scholarship for staff to study PhD, English training course in Australia and England. The next plan was to seek the research collaboration between the international partnership. Participant was very busy. Therefore, the interview took only 30 minutes.

22. Suthasinee Sangkhum Director of International Affairs, Rangsit university

The interview was on 20th September 2010 at Faculty of Engineering, Rangsit University. The participant was a Dean of Faculty of Engineering. The interview started at 10.00-11.00am.

I had a very warm welcome from the participant. Even though the participant was quite busy before and during the interview as the disruption from her staff and phone call. Participant provided the information about international activities that her office has done. There were many activities and works producing by this department but there were only 5 staff including the director. After the interview, participant asked her staff to take me for a tour around her university. I was taken by the Golf car. I was very impressed by the warm welcome from her.

23. Dr.Somboon Sooksatra Dean of Faculty of Engineering, Rangsit University

The interview was on 20th September 2010 at Faculty of Engineering, Rangsit University. The participant was a Dean of Faculty of Engineering. The interview started at 13.00-13.30pm.

Participant did understand the meaning of internationalisation but he stated that there was a long way for his faculty to become internationalised university because lack of potential staff. And moreover, since this is a private university, the focus was on a number of students which he mentioned and concerned several times.

24. ProfDr. Chongrak Polprasert Director of Sirindhorn International Institute of Technology (SIIT), Thammasat University.

The interview was on 21th September 2010 at Sirindhorn International Institute of Technology. The participant was a Director. The interview started at 10.00-11.00am.

Participant was about 65 years. He has been retired when he was 60 years but the university offered him to be a director at SIIT. Participant had a great vision and intention and he was very keen to develop the institution to internationally, although this institution was the international college. Participant provided many information

about his institution. He said the staff development plan was the most important for Thai university to become internationalised university. He also would like to see the collaboration between the local university not only the international collaboration.

25. A.Chinda Tejavanija Director of International College and Director of International Affairs, Sripatum University

The interview was on 21st September 2010 at Sirindhorn International Institute of Technology. The participant was a Director. The interview started at 10.00-11.00am.

The participant was very enthusiastic. During the interview there were always some students, staff and telephone interrupting. Participant complaint about the workload and the ignoring to develop university internationally from faculties. All faculties seem not to pay attention to the internationalisation. Finally, she also complaint about the quality assurance as they have to prepare a lots of paper works to be audited.

26. Korakit Choomgrant Director of Hospitality and Tourism Management (BBA-IHOST) and International Business Programs (BBA-IBBA), Dhurakij Pundit International College

The interview was on 22nd September 2010 at Dhurakij Pundit International College. The participant was a Director of BBA Programme. The interview started at 09.30-10.15pm.

Participant was very friendly. He was happy to answer the questions. He said that the university was aware of internationalisation and willing to support staff to study abroad.

27. Dr. Asawin Sangpikul Head of Hospitality and Tourism Management, Dhurakij Pundit University

The interview was on 22nd September 2010 at Dhurakij Pundit International College. The participant was a Director of BBA Programme. The interview started at 13.30-14.10pm.

The participant was very interested in my research. He kept asking my research framework and the objectives and research questions.

28. Dr.Chawin Chantharasenawong Department of Mechanical

Engineering
King Mongkut's University of Technology Thonburi

The interview was on 23rd September 2010 at Dhurakij Pundit International College. The participant was a Head of Department of Mechanical Engineering King Mongkut's University of Technology Thonburi. The interview started at 10.00-10.045am.

The participant was a new young generation who was enthusiastic and had a potential. Participant provided a lots of innovation invention produced by the students which will present to the international conference and international competition.

29. Assoc.ProfDr.Numyuth Songthanapitak , the President of RMUTT

The interview was on 24th September 2010 at RMUTT. The participant was a President. The interview started at 1.30-2.25pm.

The interview started lately than the schedule because the president was still in the meeting. During the interview there were always disruption from his secretary and his mobile phone. Participant seem not interested in the internationalisation of university. He stated that we do not need to be hurry for the internationalisation. It will happen at some point in time or it will happen when it is about time.

30. AssocProfDr.Unchalee Sanguanpong Director of Institute of Research and development , RMUTT

The interview was on 24th September 2010 at Institute of Research and development . The participant was a Director of Research and development Institute. The interview started at 10.30-12.00pm.

Participant was very enthusiastic. She was also in charge of another position as a Director of Institute of Culture. She had a great vision of internationalisation. She stated that staff development is the most important whether the university become internationalisation or not. Staff in the Institute of Research and development had an English training course . She would like to provide her staff the international experience. For instance , she contacted her partnership in Germany to send a volunteer staff to work with her staff for 1 year as the staff exchange programme.

31. Dr.Komson Daroj Head of Electrical Engineering U-bonrajathani University

The interview was on 5th October 2010 at Faculty of Engineering, Sripatum University. The participant was a Head of Electrical Engineering. The interview started at 10.00-10.30pm.

The participant had a meeting at Sripatum university, Bangkok, Thus he asked me to meet at Sripatum university. Participant was not quite confident when answered the questions. He explained that internationalisation is still a long way to go. The problem was the severe politics in the university.

32. Dr.Keerati Chayagulkiree, Deputy Dean, Faculty of Engineering, Sripatum University

The interview was on 5th October 2010 at Faculty of Engineering, Sripatum University. The participant was a Deputy Dean. The interview started at 13.00-13.45pm.

The participant was very keen to answer the questions. During the interview, he mentioned about the bureaucracy as this is a private university. The president or the owner was the most powerful person.

33. Assoc Prof. Natepanna Yaowaraj Faculty of Business Administration, RMUTT

The interview was on 10th October 2010 at Faculty of Business Administration. The participant was a Deputy Dean. The interview started at 13.00-13.45pm.

Participant was responsible for the international programme in the faculty but it seem that she was confused with the term of internationalisation. However, she was very happy to work under the Dean.

34. Dr.Nimit boonpirom, Head, of Electrical Engineering, Sripatum University

The interview was on 13th October 2010 at Faculty of Engineering, Sripatum University. The participant was a Head, of Electrical Engineering. The interview started at 11.00-11.45am.

It seem that participant had an ego orientation during the conversation. He explained that an internationalisation was written in the faculty strategic plan. When I asked him to showed the strategic plan he refused to do it.

35. Nonthalee Faculty of Business Administration, RMUTTO

The interview was on 14th October 2010 at Faculty of Business Administration. The participant was a Head of Management Department. The interview started at 13.00-13.45pm.

Participant was very nice and kind. She was very happy to be interviewed. Usually,

she worked at RMUTO in Ayuthaya province but today she has got a meeting at RMUTT. Thus I had an opportunity to interview her. She provided another aspect from one of RMUT campus.

36. Penjeree Kasembundit University , Office of international Affairs

The interview was on 15th October 2010 at Office of international Affairs. The participant was a Head of Office of international Affairs. The interview started at 14.00-13.55pm.

Participant was a new young generation and had a potential . She was a lecturer as well as responsible for the international affairs work. She stated that her university was aware of the internationalisation but there was no strategic plan for internationalisation. Currently, they focused on the international student recruitment.

37. AsstProf Sudaporn Kuntonbutr Faculty of Business Administration, RMUTT

The interview was on 19th October 2010 at Faculty of Business Administration. The participant was a Assistant to Dean. The interview started at 8.45-09.45am.

Participant mentioned that the Dean had a great vision and mission to develop faculty internationally. For instance, the staff development plan had been implemented in 2007. Dean encouraged and supported staff for English training course in Australia and England. She always mentioned about faculty's strategic plan. However, it seem that she was still confused with the internationalisation.

38. Dr. Shuttawwee Sitsira-at Deputy Dean Faculty of Humanities

The interview was on 21st October 2010 at Faculty of Humanities. The participant was a Deputy Dean. The interview started at 13.00-13.45pm.

Participant was very busy but she was very nice and kind to provided me an interview. She said that her university was far to become internationalised university because of the university politic. Moreover, the vision of the president was the most important to develop the university.

39. Dr.Suwat RMUTV

The interview was on 22nd October 2010 at Faculty of Business Administration. The participant was a Deputy Dean. The interview started at 8.45-09.45am.

Participant was very keen to be interviewed. He provided information about the international activities that his university have done so far. The intention of his

university was to become the internationalised university.

40. Thanwarat Suwanna Faculty of Business Administration SWU

The interview was on 22nd October 2010 at Faculty of Business Administration. The participant was a Head of Human resource. The interview started at 13.00-13.45pm.

The participant was not feeling confident when asking about internationalisation in her university and faculty. But she was trying to answer the question. She stated that her faculty needed lots of support from the Dean. Staff development plan was needed in order to become internationalised university.

Appendix 9: SPSS result from the On-line questionnaire

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FREQUENCIES VARIABLES=University Ranking Dept Gender Position Working  
/STATISTICS=STDDEV MINIMUM MAXIMUM MEAN SUM  
  
/ORDER=ANALYSIS.
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Statistics

		University	University Ranking	Dept/Faculty	Gender	Position	How long you worked
N	Valid	130	130	130	130	130	130
	Missing	0	0	0	0	0	0
Mean		1.24	31.61	3.84	.56	4.50	3.07
Std. Deviation		.428	16.761	2.068	.498	1.690	1.536
Minimum		1	1	1	0	1	1
Maximum		2	51	9	1	7	5
Sum		161	4109	499	73	585	399

University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public university	99	76.2	76.2	76.2
	Private University	31	23.8	23.8	100.0
	Total	130	100.0	100.0	

University Ranking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	3.1	3.1	3.1
	2	3	2.3	2.3	5.4
	3	1	.8	.8	6.2
	4	3	2.3	2.3	8.5
	5	1	.8	.8	9.2
	6	1	.8	.8	10.0
	7	1	.8	.8	10.8
	8	1	.8	.8	11.5
	9	1	.8	.8	12.3
	10	2	1.5	1.5	13.8

11	1	.8	.8	14.6
12	1	.8	.8	15.4
13	3	2.3	2.3	17.7
14	2	1.5	1.5	19.2
15	3	2.3	2.3	21.5
16	6	4.6	4.6	26.2
17	2	1.5	1.5	27.7
19	1	.8	.8	28.5
20	1	.8	.8	29.2
22	4	3.1	3.1	32.3
24	1	.8	.8	33.1
25	1	.8	.8	33.8
26	1	.8	.8	34.6
27	3	2.3	2.3	36.9
28	3	2.3	2.3	39.2
29	5	3.8	3.8	43.1
30	1	.8	.8	43.8
31	1	.8	.8	44.6
32	1	.8	.8	45.4
33	21	16.2	16.2	61.5
35	2	1.5	1.5	63.1
39	3	2.3	2.3	65.4
41	1	.8	.8	66.2
45	1	.8	.8	66.9
51	43	33.1	33.1	100.0
Total	130	100.0	100.0	

Dept/Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	International Affair	13	10.0	10.0	10.0
	International College	19	14.6	14.6	24.6
	Faculty of Business Administration	42	32.3	32.3	56.9
	Faculty of Engineering	20	15.4	15.4	72.3
	Faculty of Agriculture	5	3.8	3.8	76.2
	Faculty of Liberal Arts	13	10.0	10.0	86.2
	Faculty of Science	10	7.7	7.7	93.8
	Faculty of Technology	3	2.3	2.3	96.2
	Other	5	3.8	3.8	100.0
	Total	130	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	43.8	43.8	43.8
	Female	73	56.2	56.2	100.0
	Total	130	100.0	100.0	

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vice President	6	4.6	4.6	4.6
	Director	19	14.6	14.6	19.2
	Dean	12	9.2	9.2	28.5
	Deputy Dean	20	15.4	15.4	43.8
	Head of Department	16	12.3	12.3	56.2
	Lecturer	54	41.5	41.5	97.7
	Administrative staff	3	2.3	2.3	100.0
	Total	130	100.0	100.0	

How long you worked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	28	21.5	21.5	21.5
	6-10 years	26	20.0	20.0	41.5
	11-15 years	23	17.7	17.7	59.2
	16-20 years	15	11.5	11.5	70.8
	More than 20 years	38	29.2	29.2	100.0
	Total	130	100.0	100.0	

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FREQUENCIES VARIABLES=M1 M2 M3 M4 M5 M6 M7 M8
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN SUM

/ORDER=ANALYSIS.

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Links with Institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.8	.8	.8
	disagree	4	3.1	3.1	3.8
	Neither agree nor disagree	13	10.0	10.0	13.8
	agree	33	25.4	25.4	39.2
	strongly agree	79	60.8	60.8	100.0
	Total	130	100.0	100.0	

Student exchanges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	3.8	3.8	3.8
	disagree	1	.8	.8	4.6

Neither agree nor disagree	20	15.4	15.4	20.0
agree	44	33.8	33.8	53.8
strongly agree	60	46.2	46.2	100.0
Total	130	100.0	100.0	

Staff exchange

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
disagree	8	6.2	6.2	6.9
Neither agree nor disagree	21	16.2	16.2	23.1
agree	44	33.8	33.8	56.9
strongly agree	56	43.1	43.1	100.0
Total	130	100.0	100.0	

Research collaboration

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.5	1.5	1.5
disagree	5	3.8	3.8	5.4
Neither agree nor disagree	15	11.5	11.5	16.9
agree	41	31.5	31.5	48.5
strongly agree	67	51.5	51.5	100.0
Total	130	100.0	100.0	

Staff attendance conferences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	15	11.5	11.5	11.5
Neither agree nor disagree	20	15.4	15.4	26.9

agree	43	33.1	33.1	60.0
strongly agree	52	40.0	40.0	100.0
Total	130	100.0	100.0	

Teaching Inter students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
disagree	5	3.8	3.8	4.6
Neither agree nor disagree	20	15.4	15.4	20.0
agree	50	38.5	38.5	58.5
strongly agree	54	41.5	41.5	100.0
Total	130	100.0	100.0	

Support for inter students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.5	1.5	1.5
disagree	7	5.4	5.4	6.9
Neither agree nor disagree	32	24.6	24.6	31.5
agree	51	39.2	39.2	70.8
strongly agree	38	29.2	29.2	100.0
Total	130	100.0	100.0	

Inter student recruitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	7	5.4	5.4	5.4
disagree	5	3.8	3.8	9.2
Neither agree nor disagree	31	23.8	23.8	33.1

agree	44	33.8	33.8	66.9
strongly agree	43	33.1	33.1	100.0
Total	130	100.0	100.0	

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FREQUENCIES VARIABLES=E1 E2 E3 E4 E5 E6 E7 E8 E9
/STATISTICS=STDDEV MINIMUM MAXIMUM MEAN SUM
/ORDER=ANALYSIS.

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Statistics

Enhance University's profile

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
Neither agree nor disagree	20	15.4	15.4	16.2
agree	32	24.6	24.6	40.8
strongly agree	77	59.2	59.2	100.0
Total	130	100.0	100.0	

Develop student and staff skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
Neither agree nor disagree	15	11.5	11.5	12.3
agree	38	29.2	29.2	41.5
strongly agree	76	58.5	58.5	100.0
Total	130	100.0	100.0	

Understand other cultures

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	strongly disagree	1	.8	.8	.8
	disagree	4	3.1	3.1	3.8
	Neither agree nor disagree	12	9.2	9.2	13.1
	agree	54	41.5	41.5	54.6
	strongly agree	59	45.4	45.4	100.0
	Total	130	100.0	100.0	

Increase international knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.8	.8	.8
	Neither agree nor disagree	18	13.8	13.8	14.6
	agree	47	36.2	36.2	50.8
	strongly agree	64	49.2	49.2	100.0
	Total	130	100.0	100.0	

Enhance knowledge of staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.8	.8	.8
	disagree	5	3.8	3.8	4.6
	Neither agree nor disagree	14	10.8	10.8	15.4
	agree	51	39.2	39.2	54.6
	strongly agree	59	45.4	45.4	100.0
	Total	130	100.0	100.0	

Dilutes traditional culture and customs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	19	14.6	14.6	14.6

disagree	30	23.1	23.1	37.7
Neither agree nor disagree	40	30.8	30.8	68.5
agree	25	19.2	19.2	87.7
strongly agree	16	12.3	12.3	100.0
Total	130	100.0	100.0	

Learning experience is impaired

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	38	29.2	29.2	29.2
disagree	22	16.9	16.9	46.2
Neither agree nor disagree	31	23.8	23.8	70.0
agree	29	22.3	22.3	92.3
strongly agree	10	7.7	7.7	100.0
Total	130	100.0	100.0	

Reduction of standard of educational attainment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	43	33.1	33.1	33.1
disagree	40	30.8	30.8	63.8
Neither agree nor disagree	29	22.3	22.3	86.2
agree	17	13.1	13.1	99.2
strongly agree	1	.8	.8	100.0
Total	130	100.0	100.0	

No. of difficulties for teaching staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	11	8.5	8.5	8.5

disagree	34	26.2	26.2	34.6
Neither agree nor disagree	46	35.4	35.4	70.0
agree	35	26.9	26.9	96.9
strongly agree	4	3.1	3.1	100.0
Total	130	100.0	100.0	

Appendix10 : Interview Content Analysis

Meaning of Internationalisation

	Links with institutions	Student exchanges	Staff exchanges	research collaboration	International environment	Branch in other country	Modern university	recruitment	Quality of education
A3		✓							
A4		✓	✓	✓	✓				
A5							✓		
A7						✓			
A8					✓				
A9									quality of research
A11		✓	✓						
A15	✓	✓		✓	✓				
A26					✓		✓		
A27	✓	international activities					✓		✓
A28	✓			✓					
A30		✓	✓	✓	international conference				
A36	✓	✓	✓	international student					
A37							✓		
A39	✓			✓	international publication, attend international conference				
A40		✓	✓	International Programme					
A25	✓	✓			✓				
TOTAL	8	12	5	6	7	1	5	1	1

Meaning of Internationalisation

	Development of	Vision of President							
	teaching and learning	Policy and plan	learning Cross culture	International Programme	International curriculum	International students	International lecturer	University's reputation	KPI
A1	The process of								
	teaching and learning								
	development in								
	order to know other								
	culture								
A2				✓	✓	✓			
A3					✓	✓	✓		
A5								✓	
A6				✓	✓	✓			
A8				✓	✓	✓	✓		
A10					✓				
A11				✓	✓	✓	✓		
A12	quality of research	number of research	International environment	✓	✓	✓	✓		
A13	Student exchanges	number of research	Links with institutions	✓	✓	✓	✓		International Programme
A14	Student exchanges	number of research		✓	✓	✓	✓	Links with institutions	
A4				✓	✓	✓	✓		
Total	2	3	6	19	21	24	12	3	3

The extent of internationalisation on your campus

	Links with institutions	Student exchanges	Staff exchanges	research collaboration	staff attend conferences	Teaching inter student	support international student	recruitment	publications
A2PR	✓	✓	✓	✓	✓	✓	✓	✓	✓
A5PR		✓	✓	✓	international curriculum				
A4PU	✓	✓	✓	✓	✓				✓
A8PR		✓			✓				
A9PR		✓	✓	✓	✓				✓
A10PU			✓						
A11PU		✓	✓	✓	✓				✓
A12PU		✓	✓	✓	✓				
A13PU		✓	✓	✓	✓				✓
A14PU				✓					
A15PU		✓	✓	✓					
A16PU		✓		✓	✓				
A17PU	✓		✓	✓	✓				✓
A18PU	✓	✓	✓	✓	✓			✓	
A19PU		✓	✓		✓				
A21PU		✓		✓	✓				
A22PU		✓	✓						
A23PR		✓							
A24PR		✓	✓						
A25PU		✓	✓	✓	✓				
A26PU	✓	✓	✓	✓	✓				
A27PU		✓		✓	✓				
A28PU		✓	✓						
A31PU			✓						

The main priorities which you or your faculty/department have in order to internationalise the campus

	staff development	Quality of graduate	increase inter students	President's vision	international facilities	research publications	Inter conference
A1PR	✓	improve staff language skills					
A2PR		✓					
A3PR			✓				
A4PU				✓	✓		
A5PR	✓					✓	
A9PR						✓	
A10PU						✓	
A11PU		✓	improve student language skills				
A12PU	✓	improve staff language skills			✓		
A13PU		✓	student competency				
A14PU	✓	we need more staff		✓			
A15PU	✓	✓			✓		
A16PU	✓			✓			
A17PU	✓			✓	policy		
A18PU		✓					
A20PR	✓				✓		
A21PU	✓					✓	✓
A22PU	✓	✓	develop teaching and learning				
A23PR	✓				✓		
A24PR	✓				✓		
A25PU		✓	✓	Promote student to inter			

Appendix 11: Association of South East Asian Nations (ASEAN)

At its Ninth Summit in October 2003 the [Association of South East Asian Nations](#) (ASEAN) announced its intention to create an **ASEAN Community** based upon three pillars: ASEAN Security Community, ASEAN Economic Community and an ASEAN Socio-Cultural Community. A year later ASEAN established the [Vientiane Action Programme](#) to realise this goal.

The process of [ASEAN community](#) building is a result of the considerable change in the association's mission in the recent two [decades](#). The end of the [Cold War](#), the advance of [globalisation](#), the rise of [China](#) and [India](#) in economic size and political influence as well as the Asian financial crisis have forced ASEAN to shift from its original preventive diplomacy of maintaining peace and harmony among its members and in the region to the constructive diplomacy of community building to cope with increasing political and economic competition in a globalised world.

Joint Statement of the Fifth ASEAN Education Ministers Meeting (5th ASED) Cebu City, Philippines, 28 January 2010

Association of South East Asian Nations (ASEAN)[www]

1. The Fifth ASEAN Education Ministers Meeting (5th ASED) was convened on 28 January 2010 in Cebu, Philippines, in conjunction with the 45th SEAMEO Council Conference.
2. Recalling their views expressed at the 1st ASED that education permeates through all three pillars of the ASEAN Community in enhancing the competitiveness of individual Member States as well as ASEAN as a region, the Ministers welcomed the adoption of the Cha-Am Hua Hin Declaration on Strengthening Cooperation on Education to Achieve an ASEAN Caring and Sharing Community by the ASEAN leaders during the 15th ASEAN Summit on 24 October 2009. They tasked their Senior Officials to follow up on the implementation of the Declaration to strengthen the education sector's role in contributing to the establishment of an ASEAN Community that is people-centred and socially responsible.
3. The Ministers noted the progress in developing the five-year work plan, with financial support from the US, to guide their Senior Officials in strengthening, deepening and widening educational cooperation within ASEAN and outside the region, taking into consideration the activities of ASEAN and AUN, and SEAMEO and its regional centres. Emphasising the important role of education in the ASEAN community building process, the Ministers tasked the ASEAN Secretariat to report the progress of the 5-year work plan at the 6th ASED.
4. Given the significance of educational cooperation as one of the priorities of the ASEAN Plus Three cooperation under the Second Joint Statement on

East Asia Cooperation and ASEAN Plus Three Cooperation Work Plan (2007-2017), the Ministers welcomed Thailand's proposal to host an ASEAN+3 Senior Officials Ad Hoc Working Group Meeting on Education on 18-19 March 2010 in Bangkok to discuss the possibility of establishing an ASEAN+3 Senior Officials Meeting on Education (SOMED+3), as well as the draft ASEAN+3 Plan of Action on Education.

5. The Ministers were pleased with the progress in education cooperation with the East Asia Summit (EAS) participating countries, noting that senior education officials from EAS participating countries will hold two workshops this year to build education cooperation among the EAS participating countries for regional competitiveness and community building. The Ministers welcomed Australia's offer to work with the ASEAN Secretariat on the convening of the two workshops in Jakarta and another ASEAN capital in 2010.
6. Recalling the decision of the ASEAN Leaders at the 12th ASEAN-ROK Summit on 24 October 2009 in Cha-am Hua Hin, Thailand, to continue to explore the possibility of establishing an ASEAN-ROK cyber university, the Ministers noted that the ASEAN University Network (AUN) Secretariat will coordinate on behalf of ASEAN with relevant institutions including open universities to move forward the project. They directed a task force to be formed to explore in detail the possibility and planning of the project.
7. The Ministers were pleased with the progress in AUN activities, including the projected implementation of the ASEAN Credit Transfer System (ACTS) in AUN Member Universities this year. The ACTS seeks to enhance and facilitate student mobility among AUN Member Universities, which is one of the targets to be achieved under the 'Free Flow of Skilled Labour' of the ASEAN Economic Community Blueprint. The ACTS website has been developed and is hosted by Universitas Indonesia at <http://acts.ui.ac.id/>.
8. The Ministers welcomed Indonesia's offer to host the 4th ASEAN Primary School Sport Olympiad (APSSO) in 2010. APSSO was initiated and led by Indonesia since 2007 in sport disciplines of athletics, football, chess, badminton and table tennis. APSSO was regarded as an excellent platform to promote ASEAN awareness, strengthen regional solidarity and build friendships among children in the region.
9. The Ministers noted that Thailand will host the 10th ASEAN Students Exchange Programme in August this year. The programme aims to bring together students from ASEAN countries to cultivate understanding, cooperation and networking, and to promote understanding of the different cultures within ASEAN. Six secondary school students and two teachers will be invited from each ASEAN Member State to attend the programme.
10. The Ministers welcomed Brunei Darussalam's offer to host the 6th ASED in conjunction with the 46th SEAMEO Council Conference in Bandar Seri Begawan in 31st January – 3 February 2011.

11. The Ministers expressed their appreciation to the Philippines for the warm hospitality and arrangements made in hosting the 5th ASED and to the ASEAN Secretariat for its technical assistance to the Meeting.

On March 18th, 2011 at Yannawate Wittayakom School, Mr. Chinnaworn Boonyakiat, the Minister of Education, presided over the opening ceremony of an event which was organized by the Association of Yannawate Wittayakom School Alumni entitled “The Direction of Thai Education toward the ASEAN Community” In attendance were 500 participants.

The Minister informed all in attendance that the Ministry of Education had launched a policy in relation to the development of the quality of education throughout the country in order to provide all Thai children with quality and equity in education along with increasing the efficiency of educational administration and involving the participation of all sectors. Special focus is being placed on developing the ability of being able to compete with other countries in the international arena especially in time for joining the ASEAN Community in 2015. In this regard, the Ministry has prepared the following related educational components which aim at the success of this project:

- To prepare the curriculum of ASEAN studies in order to build ASEAN awareness and understanding of ASEAN member countries to Thai citizens;
- To encourage the exchange of personnel at all levels: Ministers, senior administrators, teachers and students;
- To stimulate the exchange of ICT experience among ASEAN member countries. In this regard, the establishment of an ASEAN University and Cyber University have been proposed in order to accelerate the related linkage in the region;
- To enhance the English proficiency of Thai students in order to use English as the official language of ASEAN through the following strategies:

- To establish an administrative center to recruit teachers from the USA, England, China and the Philippines;
- To develop a teaching approach regarding English for integrated studies (EIS) that integrates English for the teaching of science, mathematics;
- To develop the global class (the digital classroom) that facilitates multipurpose subjects under the supervision of teachers;
- To provide English training for teachers in order to encourage them to speak English and use ICT both of which are the medium of learning and teaching in the new era.

Ministry of Education Moves Forward to ASEAN Community

On July 12th, 2011, Ms. Churairat Sangboonnum, the Deputy Permanent Secretary for Education, chaired a meeting of the Working Group on Moving Forward to ASEAN Community. The event took place at M.L. Manich Jumsai Meeting Room, in the International Cooperation Bureau.

The Deputy Permanent Secretary informed all present that the Ministry of Education has initiated a project on awareness stimulation of educational administrators, faculty staff, and students as well as other interested parties regarding joining the ASEAN Community in 2015. The project started from the signing of an MOU with the Trade Negotiations Department under the Ministry of Commerce which resulted in the organizing of the seminar for Thai educational institutes nationwide in order to disseminate ASEAN knowledge and readiness preparation of the Ministry of Education. This event took place from July 6th to 8th, 2011 at the Imperial Queen's Park Hotel in Bangkok.

In addition, the Deputy Permanent Secretary informed everyone that the Ministry of Education will conduct an activity on the occasion of "ASEAN Day" on August

8th, 2011 in order to celebrate the founding of ASEAN. The activities will cover talks on “ How Thai Citizens Should Prepare Themselves in order to Take Profit from the ASEAN Community” as well as ASEAN exhibitions, academic activities, student performances and the achievements of Thai schools in relation to ASEAN studies.

Moreover, the Ministry in cooperation with the ASEAN Department in the Ministry of Foreign Affairs has initiated a project which aims to equip 84 Thai teachers from secondary schools with ASEAN knowledge and the necessary skills needed for achievement. This project will take place during the month of September from the 5th to 7th, 2011.

At present the Ministry of Education is in the process of launching an ASEAN website at www.asean.moe.go.th. This website will be the center for ASEAN academic data and activities. It will also provide a forum for knowledge exchange and learning on ASEAN in Thailand. Interested parties worldwide will be able to access this site for relevant information.

National Higher Education Policies towards ASEAN Community 2015

5th Director General, Secretary General, Commission of Higher Education Meeting
Nha Trang, Vietnam

ASEAN Community Goals

- ⚙ The ASEAN Leaders adopted the Declaration of ASEAN Concord II (Bali Concord II) in Bali, Indonesia on 7 October 2003 to establish an ASEAN Community by 2020.
- ⚙ The ASEAN Community shall be established comprising three pillars, namely political and security community, economic community, and socio-cultural community that are closely intertwined and mutually reinforcing for the purpose of ensuring durable peace, stability, and shared prosperity in the region.

The 13th ASEAN Summit

The ASCC Blueprint ensures that concrete actions are undertaken to promote the establishment of an ASEAN Socio-Cultural Community

ACCC Education Objectives

- creating a knowledge based society;
- achieving universal access to primary education;
- promoting early child care and development; and
- enhancing awareness of ASEAN to youths through education and activities to build an ASEAN identity based on friendship and cooperation

Actions

- ⚙ **in close collaboration with the Southeast Asia Ministers of Education Organization (SEAMEO) and the ASEAN University Network (AUN);**
- ⚙ Promote and continue education networking in various levels of educational institutions
- ⚙ enhance and support student and staff exchanges and professional interactions
- ⚙ create research clusters among ASEAN institutions of higher learning,
- ⚙ Strengthen collaboration with other regional and international educational organisations to enhance the quality of education in the region;

Brunei Darussalam Emerging Trends in HE

Brunei has 3 HEI's offering certificate, diploma and degrees

Introduction of 'Discovery Year' - an overseas mobility year.

Vision 2035 “ to build a first class education system that provides opportunities for every citizen and residence...”

Aiming for 40% participation rate in higher education

To ensure that our higher educational institutions prepare students who will meet the human resource needs of our country

HE in Cambodia

- Characteristics of HE

The system of higher education in Cambodia is only 30 years old due to upheaval in recent history.

- Types of qualifications (eg cert/dip/deg)

There are different types and titles of degrees and diplomas delivered by institutions of Higher Education. Some titles used include Master's degrees, Bachelor's degrees, professional diplomas, postgraduate diplomas and diplomas.

The extraordinary variety of degrees and academic awards in Cambodia can be attributed to the various influences in the country in the past 30 years. The French and then the Soviet and Vietnamese influences are clear. Recently, higher education institutions in the region have also lent their influence to the system. Cambodia would like to be at par with international standards and this is an essential effort of the Higher Education Reform.

HE Highlights - Cambodia

HE and TVET HEIs are supervised by 12 different ministries/Govt. Institutions

MoEYS concerns for HE quality, as privatization in HE & Private HEIs.

HE in Indonesia

Types of HEI

There are 4 kinds of HEI: Academy, Polytechnics, School of Higher Learning (Sekolah Tinggi), Institute, and University

Vocational/Diploma track: 1, 2, 3, 4

Academic track:

S-1: 4 year, minimum 144 credit unit

S-2: 2 year, minimum 46 credit unit (Master & Specialist)

S-3: 3 year

- **Types of qualifications**

- Diploma, Graduate Diploma, Masters, Doctorate, Islamic specialist
-

- **Highlights**

- Information system/database

Implementing a HE database, based on an on-line report that every academic program submits each term. The report forms a national database system that can be used to monitor and evaluate study program performance. It includes data related to HE resources, management, and program implementation. Data from EPSBED is used not only for operational permit extension but also a basic requirement for any institution/program to apply for competitive fundings and other incentives from Department of Higher Education.

- **Current challenges**

- Scale and size of the institutions
- Disparity of capacity

Thrusts: Very active in student mobility space, with 77 outbound students under the M-I-T Programme

HE in Lao PDR Emerging Trends

- **Characteristics of HE**

- 160 Colleges and 5 Universities are offering Higher Diploma program, Bachelor degree, Master Degree and PHD.

- Of which 77 are private .

Higher education institutions are public and are managed by the government directly. Because of the government's policy for expanding education at all levels, there are many post-secondary education institutions that can award bachelor's degrees under the control of the Ministry of Education.

- **Highlights** – aiming to Increase length of general education to 12 years

The major challenges faced in higher education in Laos are to produce and provide good quality of human resources meeting the level of international standard in support to the country's socio-economic development goals, reducing poverty and graduating from the least developed country status by 2020. Also to realize the long term goals in turning the country to the industrialization and modernization, developed education is regarded as the means and tools. Currently, higher educational institutions in Laos are described as to have a lack of clear vision, appropriate policy and strategy, and master plan used for higher education development as to meet that of regional and international higher education in terms of quality, relevance and capacity in attractiveness and competitiveness.

Higher education is the key to economic development as it plays significant and important roles in turning the country into industrialization and modernization. Seeing this importance, higher educational institutions, in the future, are to be strengthened and improved in the following areas: (1) provision of fair equitable access to higher education, (2) relevance, quality and efficiency, (3) governance, financing and service.

HE in Malaysia Emerging Trends

Characteristics of HE in Malaysia

- ⚙ Public-HEI – Public Universities, Polytechnics, Community Colleges and Public Colleges
- ⚙ Private-HEI – Private Universities, Private Colleges and Foreign University Branch Campuses

Aiming for World Class Status by 2020 with the National Higher Education Action Plans

7 Strategic thrusts to focus on improving and empowerment in HE

- ✂ Widening of access and increasing equity
- ✂ Improving the quality of teaching and learning
- ✂ Enhancing research and innovation
- ✂ Strengthening of higher education institutions
- ✂ Intensifying internationalisation

- ‡ Enculturation of lifelong learning
- ‡ Reinforcing delivery systems of the Ministry

HE in Myanmar

- Characteristics of HE

“ To create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age.”

- **Highlights**

Introduce new assessment techniques to test depth and breadth of knowledge, creativity and analytical thinking of students

- **Current challenges**

to create a University environment with strong research activities by expanding activities of research centers extending international collaborations

HE in the Philippines & Emerging Trends

- ⚙ Characteristics of HE
- ⚙ Significant Number of Higher Education Institutions and Large College Population
- ⚙ Diversity in Program Offerings
- ⚙ Supply of Qualified Faculty

Emerging Trends

Governance and Management.

The new leadership put primacy on the efficient use of resources through the collaboration of local, regional and international stakeholders. This is to attain productivity, focused national direction, alignment of objectives, harmonization of procedures, approaches and a coherent financing arrangement for higher education sector. The Commission commits its support in facilitating and in taking its role, responsibilities and duties in facilitating the requirements and necessary steps in improving the

country's higher education sector. Specifically, implementation of reforms that enable acquisition of knowledge, development of skills, values and attitudes, which will enhance productivity, globalization and competitiveness of graduates.

2. Rationalization of Quality Assurance Mechanisms in Higher Education

The Commission on Higher Education has embarked on rationalizing the country's existing quality assurance processes and procedures for higher education sector both program and institution-based.

On increasing access to quality higher education

Improve and expand government assistance to students and teachers in private education (GASTPE);

Alternative learning system (ALS);

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP); and

Ladderized Education Program (LEP).

HE in Singapore & Emerging Trends

Characteristics of HE

Boldly promoted internationalisation as a matter of national policy, recruited prestigious foreign universities to establish local campuses, with the goal of expanding access for the local student and becoming a 'hub' for the region.

Singapore has an ability-driven education system that provides multiple pathways for students to develop their fullest potential.

For Higher Education landscape, public and private Higher Education Institutions in Singapore offer degree programme, diploma courses, certificate courses, and other post-secondary qualifications across a wide range of disciplines.

- **Highlights**

government's aim to increase the number of subsidised university places to 30% of the cohort by 2015,

The Quality Assurance Frameworks for publicly-funded HEIs are designed to encourage continuous self-learning, quality enhancement and development within respective institutions, and sectors. Through the QAFs, MOE ensures that publicly-funded HEIs within sectors are strong and consistently seeking institutional excellence.

Increasing Cohort Participation Rates through increased spending.

Enhancing Continuing Education and Training Landscape. The aim is to quadruple the annual training capacity by 2010, from 22,000 to 80,000 workers.

Maintaining Affordability of Higher Education - The government will set aside more money to help more students from the

lower- and middle-incomes families cope with the increasing costs of higher education.

CROSS-BORDER HIGHER EDUCATION – creating more collaboration opportunities at the institution-level among higher education systems in ASEAN.

ASEAN Credit Transfer System - Currently, all three Singaporean universities, the National University of

Singapore (NUS), Nanyang Technological University (NTU) and Singapore Management University (SMU), are members of the ASEAN University Network

(AUN). In the area of student exchange, NUS and NTU are also part of the AUNACTS (ASEAN Credit Transfer System) structure that allows students to access exchange programmes offered by all AUN member universities on a single portal. The AUN also has an ASEAN Visiting Professor Programme which facilitates faculty exchange between member universities

Building up SEAMEO Research Clusters – building up research clusters in the areas of :

- Urban, Environment and Sustainability Issues
- Health and Medical Issues c. Social Sciences

HE in Thailand & Emerging Trends

- ⚙ **High Competencies Workforce** High Competencies Workforce provides venues for students to ensure that they will stay competitive in the international market place such as Cooperative Education, Work Integrated Learning for New Generation Workforce which foster links between higher education and the world of work. Also scholarships to aid manpower development and capacity building. **Regional Research Leaders** Aiming to accelerate development of university research activities nation-wide to enhance national competitiveness. This will be done through creating National Research Universities Initiative Research Promotion in Higher Education Project with financial support under the RTG Stimulus Package 2 Plan. **Regional Hub in Higher Education Provision** The latest development of Thai higher education which is currently undergoing the second decade of the national education reform with the goal to aspire toward quality of education. Ultimately, Thailand aims to become regional education hub in South-East Asia with the aim of increasing foreign students in Thailand up to 100,000 from the current figure of 20,000. The Royal Thai Government has given high priority to upgrade quality of Thai universities to achieve international standards of excellence while upholding their academic freedom and social responsibility. Strength of ICT infrastructure for improving quality of higher education Including through the use of the Inter-University Network, Thailand Cyber University, the e-library ThaiLIS and the National Education Network (Ned-Net).
- ⚙ Public and private universities and colleges of higher education offering certificate to doctorates
- ⚙ Several research universities
- ⚙ Key Trends
- ⚙ High Competencies Workforce
- ⚙ Regional Research Leaders
- ⚙ Regional Hub in Higher Education Provision

HE in Vietnam & Emerging Trends

Adjustment structures of system of universities

-Renovation of higher education programs and teaching/learning methods

- The development of lecturing staff and higher education managers
- The increase in research and implementation activities in order to improve training quality, directly address issues arising from socio-economic development and earning revenues for higher education institutions:
- The reform in financial mechanism of higher education establishments in order to diversify resources and improve investment efficiency
- The renovation of higher education management in the direction of increasing the autonomy, social accountability and competitiveness of higher education institutions
- Improvement in competitiveness of higher education system in international integration process

Common Higher Education Challenges in Southeast Asia

- ⚙ Lack of qualified faculty staff
- ⚙ Limited experience of quality assurance processes
- ⚙ Ensuring equitable access for all students
- ⚙ Geographic spread and diversity of universities
- ⚙ Limited research expertise

Appendix: 12 Key Characteristics of World-Class Universities

A world-class university

- Has an international reputation for its research;
- Has an international reputation for its teaching;
- Has a number of research stars and world leaders in their fields;
- Is recognized not only by other world-class universities (for example, U.S. Ivy League) but also outside the world of higher education;
- Has a number of world-class departments (that is, not necessarily all);
- Identifies and builds on its research strengths and has a distinctive reputation and focus (that is, its “lead” subjects);
- Generates innovative ideas and produces basic and applied research in abundance;
- Produces groundbreaking research output recognized by peers and prizes (for example, Nobel Prize winners);
- Attracts the most able students and produces the best graduates;
- Can attract and retain the best staff;
- Can recruit staff and students from an international market;
- Attracts a high proportion of postgraduate students, both taught and research;
- Attracts a high proportion of students from overseas; Operates within a global market and is international in many activities (for example, research links, student and staff exchanges, and through put of visitors of international standing);
- Has a very sound financial base;
- Receives large endowment capital and income;
- Has diversified sources of income (for example, government, private companies sector, research income, and overseas student fees);
- Provides a high-quality and supportive research and educational environment for both its staff and its students (for example, high-quality buildings and facilities/high-quality campus);
- Has a first-class management team with strategic vision and implementation plans;
- Produces graduates who end up in positions of influence and/or power (that is, movers and shakers such as prime ministers and presidents);
- Often has a long history of superior achievement (for example, the Universities of Oxford and Cambridge in the United Kingdom and Harvard University in the United States);
- Makes a big contribution to society and our times;
- Continually benchmarks with top universities and departments worldwide; and
- Has the confidence to set its own agenda.

Source: Salmi (2009)